

Pupil premium strategy statement – The Winsford 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 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
Number of pupils in school	1104
Proportion (%) of pupil premium eligible pupils	444
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021/2022 to 2024/2025
Date this statement was published	30/11/23
Date on which it will be reviewed	30/04/24
Statement authorised by	Louisa Rogers
Pupil premium lead	Yvette Lockhart
Governor / Trustee lead	Paul Thornber

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£459,540
Recovery premium funding allocation this academic year	£123,096
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£582,636

Part A: Pupil premium strategy plan

Statement of intent

Our primary objective is to ensure that every Pupil Premium (PP) pupil at The Winsford Academy receives a high-quality education, unlocking their full potential and achieving excellent academic outcomes.

We are committed to refining and expanding our CPD program continuously. This program empowers our dedicated teaching staff to deliver quality first teaching, emphasising core pedagogical principles such as challenge, explanation, modelling, questioning, deliberate practice, and feedback. In addition, we have equipped every classroom with visualisers to improve student outcomes and facilitate effective teaching practices.

We prioritise fostering a positive classroom culture and building strong, positive relationships. To enhance this aspect of our strategy, we will implement trauma-informed Behaviour for Learning (BfL) strategies developed by the Paul Dix Trust. We will also adopt insights from "Teaching Walk Thrus," a resource authored by Tom Sherrington and Oliver Caviglioni, aligning our teaching and learning practices with our Teaching and Learning Policy. A standardised lesson structure, "I DO, WE DO, YOU DO," has been introduced to support our drive for inclusion within our classrooms. Additionally, we provide dyslexia-friendly PowerPoint resources in every lesson.

We provide excellent support to our Early Career Teachers and new staff members; we have developed a bespoke CPD program tailored to their specific needs. This program ensures that they receive the necessary guidance and resources to excel in their roles and contribute to our overarching goal of delivering high-quality education to all PP pupils.

Our commitment to PP pupils extends to our curriculum offer. We will diligently review and refine our curriculum content to ensure it remains broad, balanced, coherent, and effectively sequenced, catering to the unique learning needs of all pupils, including those who are disadvantaged. Formative and summative assessments play a crucial role in tracking the progress of our PP pupils. To this end, we will continually enhance our assessment materials and methodologies, ensuring that they effectively monitor and support the development of our PP pupils.

At the core of our strategy lies a strong commitment to prioritising Pupil Premium (PP) pupils within our daily inclusive teaching and learning practices. We have implemented a range of targeted strategies to ensure their specific needs are effectively addressed. To facilitate easy identification and provide necessary teacher support, we have carefully arranged seating within our classrooms. This arrangement helps us promptly identify and assist PP pupils during lessons. We utilise teacher liaison sheets and class profiles to tailor our lessons to the individual needs of PP pupils. This personalised approach ensures that each student receives the support and instruction that best suits their learning requirements.

We are committed to prioritising PP pupils during classroom interactions, particularly when it comes to questioning. Our emphasis is on asking open and extended questions that encourage deeper thinking and active engagement with the subject matter.

Our adoption of Class Charts, a school management tool, has further supported our approach. It aids us in effective communication with parents, ensuring they are well-informed about their child's progress and engagement in class.

Within each department, we have appointed dedicated PP Champions. These individuals are responsible for tracking, monitoring, and driving the PP agenda within their respective subject areas. They play a vital role in ensuring that PP pupils receive the necessary support and attention to excel academically.

We place a high priority on promptly marking PP pupils' books and work to provide them with high-quality feedback. This feedback loop is essential for their continuous improvement and academic success. We conduct focused book looks specifically for PP pupils across various year groups. This practice enables us to closely monitor their progress, identify areas of improvement, and make necessary adjustments to our teaching strategies.

We are enhancing our support structure by recruiting additional 'Learning Mentors' to provide small group tuition. Currently, we have a full-time Spanish mentor and a part-time math mentor in place, and we are actively recruiting a part-time EAL mentor and a part-time English mentor to provide further targeted support to our PP pupils. We recognise the critical role that literacy and numeracy skills play in academic achievement. Our strategy includes interventions aimed at improving these skills, such as initiatives to enhance reading fluency, employing literacy Higher-Level Teaching Assistants (HTLAs), implementing phonics interventions, using reading monitoring apps, and adopting programs like Read Write INC.

The transition from primary to secondary school can be a pivotal moment for PP pupils. We are committed to supporting this transition effectively by addressing gaps in phonics knowledge and ensuring that Year 11 PP pupils have access to the revision materials they need for their examinations. We have appointed two teachers with responsibility to supporting pupils to transition from primary through to further education. To support the initial transition, we are proud to offer to nurture classes that provides a primary model of education in the first instance.

Effective tracking and monitoring of PP pupils' progress throughout the year is fundamental to our strategy. To this end, we have assigned department-nominated members to take responsibility for tracking PP progress and promptly identifying any issues that require attention. Regular assessments of Alternative Provision (AP) and internal data allow us to monitor PP progress closely within departmental meetings. Subject Leads also engage in discussions about PP progress with SLT links during line management meetings.

Recognising the importance of consistent attendance, we have established a new Education Welfare Management (EWM) team to address attendance gaps. This team actively engages in regular parental meetings, conducts home visits, and rigorously tracks and monitors the attendance of our PP pupils working closely with our growing safeguarding team.

The academy allocates funds to provide comprehensive support to SEND PP pupils, including counselling, Emotional Literacy Support Assistant (ELSA) interventions, and the management of a dedicated wellbeing room. Efforts are also made to reduce the attainment gap between SEND PP and non-PP pupils through tailored interventions. Effective transition support, internal and external alternative curriculum provision, and broader support for PP pupils aim to ensure that financial constraints do not hinder their education.

Central to the strategy is behaviour management and overall outcomes for targeted PP pupils. Tracking mechanisms and behaviour management strategies, such as those advocated by Paul Dix, are implemented. Opportunities for the most able PP pupils to excel and aspire to higher education are provided. The academy actively supports staff professional development by providing Paul Dix books

To ensure the successful implementation of the PP strategy, an Assistant Principal responsible for vulnerable pupils, including PP, has been appointed. This role is supported by a dedicated Teaching and Learning Responsibility (TLR) teacher, ensuring consistent and effective execution of the strategy.

By engaging with research informed strategies as part of our professional development, we prioritise how children learn, how they develop knowledge and skills and how they can be supported to lay firm foundations for later learning. The Winsford Academy's unwavering commitment is to provide outstanding education and support for its Pupil Premium pupils during the 2023-24 academic year, focusing on holistic development and academic success.

Challenges

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

Challenge number	Detail of challenge
1	Overall attainment of disadvantaged pupils is generally lower than that of their peers. Based on the first assessment points, PP pupils are on average 1.4 grades below their NPP peers across each subject in year 11.
2	Based on assessments, observations, and discussions with both students and staff, pupils from disadvantaged backgrounds tend to have lower literacy skills. This, in turn, hinders their overall academic progress as reading and literacy are considered key skills for accessing the whole curriculum. The data from previous years indicates that students eligible for Pupil Premium had an average reading scaled score below 100, whereas their non-Pupil Premium peers had an average score above 100.
3	Following assessments, observations, and discussions with both students and staff, it has been identified that there is a noticeable decrease in the aspirations and motivation of disadvantaged student cohorts when it comes to engaging with their learning.
4	During the last academic year, pupils who were eligible for PP had an attendance rate of 77.8%, compared to 85.3% for the entire cohort.
5	The pandemic has profoundly affected the mental well-being of our students, especially those who come from less advantaged backgrounds. Our data, gathered for each student using Class Charts, reveals a concerning trend within the first term of this academic year. Specifically, there has been a notable rise in the number of negative behaviour logs and referrals to our well-being support services related to student anxiety. This increase is particularly pronounced among our most disadvantaged students.

Intended outcomes.

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

Intended outcome	Success criteria
1. Improved attainment amongst disadvantaged pupils across the curriculum at the end of KS4.	Improvement in both the Average attainment score and EBACC average point score for our disadvantaged pupils compared to their peers. Progress is evident within our internal data collected at our assessment points for Y7-Y10 and improved outcomes for Y11 results.

2. Improved reading fluency and a broader vocabulary for disadvantaged students.	Disadvantaged students will make accelerated progress in literacy, specifically reading fluency throughout KS3. Progress will be seen across the curriculum with a whole school emphasis on literacy with a focus on subject-specific vocabulary and oracy.
3. Improve the aspirations of all pupils, particularly those disadvantaged.	Disadvantaged pupils engage in opportunities to raise aspirations. Increased engagement with university visits. Increased application for further education.
4. To achieve and sustain improved attendance for all pupils, particularly those disadvantaged pupils.	Reduce the number of persistent absentees (PA) among pupils eligible for PP. Overall attendance among pupils eligible for PP will be improved from 77.8%, becoming in line with 'other' pupils. This will be evidenced by attendance data.
5. To reduce the number of behaviour incidents and increase the attitude to learning, among pupils eligible for PP in line with the NPP pupils	This will be evidenced by the number of behaviour incidents recorded through Class Charts, attitude to learning grades awarded at assessment points, pupils' active participation in holistic interventions, and their engagement with the support provided for their well-being.

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: £309,064

Activity	Evidence that supports this approach	Challenge number(s) addressed
Effective CPD programme to ensure	The best available evidence indicates that great teaching is the most important lever schools must improve pupil attainment (EEF, 2021). Quality first teaching will have the greatest impact on outcomes for all students, including the narrowing of the disadvantage gap. The quality of	1 2 3 5

<p>quality first teaching for all pupils.</p>	<p>teaching is not fixed: teachers can be improved, and this can be done via effective professional development (Becky Francis, 2021).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p> <p>The introduction of our Teaching & Learning model (based on the work of Alison & Tharby, 2018) focuses on the implementation of 6 core pedagogical principles within our teaching practice including challenge, explanation, modeling, deliberate practice questioning, and feedback to support excellence within the classroom. A PD program supported by the work of Sherrington & Caviglioli (2020) Teaching WalkThrus: Five Step Guides to Instructional Coaching has been designed to support the implementation of these pedagogical principles that improve pupils' outcomes.</p> <p>Diagnostic assessment should be used to reflect on pupils' thinking, strengths, and weaknesses. When used effectively they can indicate areas of development, with individual pupils or across classes and year groups; they can help teachers isolate specific misconceptions pupils might hold (EEF, 2021 Diagnostic Assessment).</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/news/Diagnostic_Assessment_Tool.pdf</p> <p>According to the EEF (2021) feedback can be one of the most powerful levers teachers have to improve learning. Schools should focus on key principles for effective feedback:</p> <ol style="list-style-type: none"> 1. Lay the foundations for effective feedback, with high-quality teaching that includes careful formative assessment 2. Deliver appropriately timed feedback that focuses on moving learning forward 3. Plan for how pupils will receive and use feedback using strategies to ensure that pupils will act on the feedback offered 	
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	<p>EEF publishes new guidance report – ‘Teacher Feedback to... EEF (educationendowmentfoundation.org.uk)</p> <p>In the secondary schools where teachers in all subject departments had received training in teaching literacy... there were improvements in outcomes across all subjects – not only English (Ofsted, 2011 – Removing Barriers to Literacy).</p> <p>Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing to employment and finance.</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject-specific emphasising the value of supporting teachers in every subject to teach students how to read, write, and communicate effectively in their subjects.</p> <p>EEF KS3 KS4 LITERACY GUIDANCE.pdf(d2tic4wvo1i usb.cloudfront.net)</p>	
Bespoke CPD program for our Early Career Teachers.	<p>Teachers deserve high quality support throughout their careers, particularly in those first years when the learning curve is the steepest (DFE 2019, Early Career Framework) therefore in addition to the support provided by Best Practice Network in the delivery of the ECF, a bespoke professional development program has been developed to suit the context of our Academy and the development of our ECTs.</p> <p>Early Career Framework (publishing.service.gov.uk)</p>	1 2 3 4 5
Recruitment of high quality graduates through Teach First.	<p>During induction, it is essential that early career teachers can develop the knowledge, practices and working habits that set them up for a fulfilling and successful career in teaching. At the Academy our Teach first staff are supported by our bespoke professional development program.</p> <p>Helping every child fulfil their potential Teach First</p> <p>Early Career Framework (publishing.service.gov.uk)</p>	1 2 3 4 5
Use of Teams to ensure the curriculum is	<p>According to the EEF (2021) Covid has potentially reversed a decade of progress in closing the attainment gap. Disadvantaged pupils have fallen further behind during the pandemic therefore as an Academy we need to</p>	3 5

accessible for all pupils.	<p>ensure remote access to the curriculum is available for all pupils including the use of an online platform (Teams) and access to a device and the internet to support learning. (EEF, 2020). Teachers need to ensure explanations build clearly on prior learning and understanding is continually checked. The review on Remote</p> <p>Schooling conducted by the EEF highlights the importance of access to</p> <p>technology and states that monitoring the progress of pupils and getting pupils to interact online can boost its effectiveness of.</p> <p>Remote schooling: new EEF evidence review highlights core... EEF (educationendowmentfoundation.org.uk)</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,704

Activity	Evidence that supports this approach	Challenge number(s) addressed
Raising Aspirations through working closely with universities (PP Higher Ability and Talented)	<p>Working with Higher Horizons, disadvantaged KS4 pupils are selected to take part in interventions and experiences that target aspiration and develop confidence for exams and their futures.</p> <p>Evidence suggests that some pupils from disadvantaged backgrounds show low engagement with or have low expectations of schooling.</p> <p>Mentoring interventions may be more beneficial for these pupils, as the development of trusting relationships with an adult or older peer can provide a different source of support.</p> <p>There's a correlation between what children aspire to and their educational outcomes. Rothern, C. et al. (2010) found that pupils who aspired to stay in education after 16 were more than three times as likely to achieve higher grades at GCSE.</p> <p>Evidence for Raising Aspirations Ambition Institute</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	3 4 5 6
Academic Mentors	The EEF has identified small group tuition to have an average impact of four months additional progress over the course of the	3 4

	<p>year. It is most likely to be effective if it is targeted at students' specific needs, which can be identified using diagnostic assessment.</p> <p>Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class teaching which can support pupils to overcome barriers to learning and increase their access to the curriculum.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	6
Extending the school day - Y11 Revision	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time. The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p>	1 2 3 4
Access to additional revision materials	<p>The EEF reports an average of +5 months of progress through the effective use of homework. Homework that is linked to classroom work tends to be the most effective, with teacher feedback significantly increasing the impact it has on learning.</p> <p>Homework EEF (educationendowmentfoundation.org.uk)</p>	3 4
<p>Literacy and Reading intervention for years 7, 8, 9 & 10</p> <p>Developing and delivering rigorous training for all staff members.</p> <p>Effective, targeted, robust and responsive reading intervention.</p> <p>Creating, embedding & maintaining a positive reading for pleasure culture.</p> <p>Promoting and evaluating subject-specific literacy within the curriculum.</p> <p>Dyslexia focused interventions</p>	<p>In the secondary schools where teachers in all subject departments had received training in teaching literacy... there were improvements in outcomes across all subjects – not only English (Ofsted, 2011 –Removing Barriers to Literacy).</p> <p>Young people who leave school without good literacy skills are held back at every stage of life. Their outcomes are poorer on almost every measure, from health and wellbeing to employment and finance.</p> <p>Disciplinary literacy is an approach to improving literacy across the curriculum. It recognises that literacy skills are both general and subject-specific, emphasising the value of supporting teachers in every subject to teach students how to read, write, and communicate effectively in their subjects.</p> <p>EEF KS3 KS4 LITERACY GUIDANCE.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1 3

Alternative Provision	<p>Disadvantaged pupils who are unable to work in main-stream full time education are provided with Alternative provision that improves their life chances. All pupils should be helped and encouraged to achieve or exceed the standards of a good education.</p> <p>Additional health needs guidance (publishing.service.gov.uk)</p>	3 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £224,868

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional Pastoral staff for Y7-Y11.</p> <p>A Pastoral Leader & Progress Leader for each year group.</p> <p>Additional behaviour managers.</p>	<p>Behaviour interventions seek to improve attainment by reducing challenging behaviour in school. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Across all approaches it is crucial to maintain high expectations for all pupils and to embed a consistent approach across the school. Successful approaches are linked closely to social and emotion learning interventions and parental engagement approaches.</p> <p>Behaviour interventions EEF (educationendowmentfoundation.org.uk)</p>	4 5 6
<p>Safeguarding and Welfare Manager including additional administrative support staff along with Education Welfare officer.</p>	<p>Our Safeguarding and Welfare Manager works with our most vulnerable families within the community to reduce barriers to learning for pupils within school.</p> <p>The average impact of the parental engagement approaches is about an additional four months' progress over the course of a year. There are also higher impacts for pupils with low prior attainment.</p> <p>By designing and delivering effective approaches to support parental</p>	4 5 6

	<p>engagement, schools, and teachers may be able to mitigate barriers,</p> <p>supporting parents to assist their children's learning or their self-regulation.</p> <p>Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	
SEMH counsellor	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	4 5 6
SEMH intervention Hub including Wellbeing rooms	<p>Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	4 5 6
Attendance team.	<p>According to the EEF's Attendance interventions rapid evidence assessment, research has found that poor attendance is linked to poor academic attainment across all stages (Balfanz & Byrnes, 2012; London et al., 2016) as well as anti-social characteristics, delinquent activity and negative behavioural outcomes (Gottfried, 2014; Baker, Sigmon, & Nugent, 2001).</p> <p>However, evidence suggests that small improvements in attendance can lead to meaningful impacts for these outcomes.</p> <p>Attendance interventions rapid evidence assessment EEF (educationendowmentfoundation.org.uk)</p>	3 5
Extracurricular Clubs for	<p>There is some evidence to suggest that disadvantaged pupils might benefit more from additional school time.</p>	4 6

<p>our most disadvantaged pupils including cultural capital enrichment opportunities.</p>	<p>The average impact of approaches involving extending school time is about an additional three months' progress over the course of a year.</p> <p>Additional non-academic activities may provide free or low-cost alternatives to sport, music, food and other enrichment activities that more advantaged families are more likely to be able to pay for outside of school.</p> <p>Funding is available to provide pupils attending revision sessions with healthy refreshments to support wellbeing.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
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Total budgeted cost: £582,636

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the previous academic year, a wide array of revision resources was made accessible to all Key Stage 4 (KS4) students via our online platform Teams. Additionally, all students in Years 10 and 11 participated in dedicated study skills days, concentrating on revision techniques and strategies to optimise the use of revision materials. Feedback from students has indicated that they highly appreciated this experience.

Throughout the year, continuous professional development (CPD) was attended by all teaching and support staff. We invested in the WalkThru's book for all staff new staff, along with its accompanying CPD package, to bolster our professional development offerings. Which will continue to be integral to future CPD this academic year. The CPD sessions were tailored to align with our Teaching and Learning model. Visualisers have been integrated into every teaching room across the school, becoming a regular instructional tool. Our quality assurance (QA) cycles for years 7-11, featuring lesson observations, student feedback, and book assessments, indicated notable improvements in questioning, modeling, explanation, and deliberate practice within lessons.

To advance the Pupil Premium (PP) agenda, we continue to appoint PP champions in each department, empowering them to drive initiatives focused on supporting PP students. Departments provided interventions, utilising assessment points and internal data to identify pupils requiring additional support. Data was shared with the PP champions and subsequently with classroom teachers to facilitate targeted interventions and support for all pupils including PP students.

Throughout the year, we focused on enhancing staff capabilities, with a specific emphasis on addressing the achievement gap in numeracy and literacy for our Pupil Premium (PP) students. This commitment played a central role in our Early Career Teacher (ECT) program.

In adherence to a commitment to maintaining a rigorously academic approach to monitoring the progress of our students in reading, the previous academic year witnessed the introduction of the NGRT (New Group Reading Test) standardized reading assessment. Subsequently, we embarked on a comprehensive range of distinct reading interventions, which collectively generated a notable positive impact on the reading age, as measured by the NGRT, of a substantial number of our Pupil Premium (PP) students.

In the context of enhancing reading fluency, our strategies comprised two primary components. Firstly, we initiated fluency interventions during form times, thereby optimizing opportunities for targeted improvements within dedicated periods. Additionally, we introduced the Rapid Plus program, seamlessly integrated into the regular school day, providing students with focused support in reading fluency.

Furthermore, recognising the critical role of phonics in enhancing reading proficiency, a significant proportion of our PP students participated in the Fresh Start program, which was meticulously designed to elevate phonetic awareness and decoding skills.

The outcomes of these interventions have been resoundingly positive, manifesting as marked improvements in reading scores among our students. In fact, some students have demonstrated progress equivalent to several years of advancement in their reading age within a concise six-month period of participation in these interventions. This underscores the effectiveness and impact of our multifaceted approach to supporting the reading development of our Pupil Premium students.

Over the course of this academic year, our school has organised workshops designed to enhance the educational experiences and broaden the horizons of our Pupil Premium students.

Specifically, we conducted workshops aimed at nurturing our students' creative and communication skills. Firstly, a captivating creativity session was led by artist Kenny Baraka, enabling students to compose their own rap creations, thereby fostering artistic expression. Secondly, storyteller Jake Evans presided over an immersive workshop, sharpening oracy skills, storytelling abilities, and creative writing talents.

Collectively, these workshops functioned as catalysts for cultural enrichment among our students, affording valuable opportunities to enhance their oral communication, reading, and writing proficiencies. Furthermore, these workshops provided a robust platform to challenge our high-achieving students, thereby fostering intellectual growth and nurturing a culture of perpetual improvement within our school community.

In a deliberate effort to support the transition of Year 6 students to the Winsford Academy in September, we extended a thoughtful invitation to them. This gesture underscores our commitment to facilitating a smooth and successful transition. The Art and Literacy workshop, specifically tailored for these transitioning students, provided a unique opportunity for them to express and explore their emotions and thoughts regarding the transition from primary to secondary school.

Quality First Teaching strategies and a refined literacy form time curriculum effectively reading development gaps for Year 7 and Year 8 students. Notably, there has been a marked enhancement in both the length and quality of extended writing by pupils following the introduction of the new Schemes of Learning identified within learning walks with increased modelled reading opportunities.

In the area of Numeracy, our focus this year was on integrating numeracy skills into form groups through our customised Form Time Numeracy program. This initiative aimed to promote best practices and enhance numeracy skills among students by providing them with high-quality, tailored resources.

Additionally, during timetabled numeracy lessons, all students received guidance to bridge the gap between students with strong numeracy skills and those who needed additional support documented with their numeracy booklets.

The HUB a provision to support SEMH (Social, Emotional and Mental Health and well-being of pupils) continues to be run by a dedicated provisions manager. They offered three tiers of intervention during the 2022-23 academic year: Tier 1 for respite support, Tier 2 for tailored interventions, and Tier 3 for students facing significant challenges. A total of 94 students accessed HUB support, with 60 being Pupil Premium (PP) and 34 non-Pupil Premium (NPP).

The reduced student numbers compared to previous years were due to session losses and the relocation of the HUB to enable two nurture classes to be introduced to aid the transition between primary and secondary phase education. Students exhibited increased vulnerability, complex needs, and Social, Emotional, and Mental Health (SEMH) challenges, necessitating daily support plans. SMART Targets were set and evaluated, with 90% of students achieving their individualised targets. Consideration is being given to reintroducing HUB Family numbers for vulnerable students, and new methods for recording impact are being implemented. The strategies will be reviewed in the upcoming year.

We have seen a significant increase in the use of the support process of teams around the family (TAFs) for PP pupils with the school leading on 6 in comparison to 0 school led TAFs prior to March 23.

Our Safeguarding and welfare manager is supported by the TAF advisor for Cheshire West who is an invaluable support in ensuring TAF assessments are written to a high standard and that we are making the appropriate referrals to identify early support for our pupils and parents. However, due to the increasing demands for school led TAFs we will be looking to employ new Welfare Assistants to meet the increasing demand.

The school continues to have strong links with the PCSOs and the school is working with local GPs who have set up the 'The Winsford Junction' a website developed for teenagers of Winsford.

Learning Mentors were deployed in Spanish and Mathematics and an additional mentor offered bespoke EAL pupils with a specific focus for those who were EAL and PP 122 pupils in total benefited from additional 1:1 and small group interventions.

Higher Horizons conducted a focus group with eight Year 10 learners aimed at promoting the aspirations of Pupil Premium (PP) pupils within the school. These learners hailed from areas characterized by low university progression rates, as identified by the Office for Students.

Initially, these learners had a basic awareness of the benefits of attending university, particularly in terms of improved job prospects. However, they did not necessarily perceive themselves as part of this trajectory. To address this, Higher Horizons organised advisory talks, experiential visits, and developmental workshops, all tailored to dispel perceptions and fears associated with higher education.

The finance talks provided the learners with up-to-date, accurate information, especially on the contentious aspect of higher education costs. Campus visits were thoughtfully designed around specific subjects, such as Archaeology and Forensics, providing hands-on experiences of university life. More recently, as the learners have settled into their GCSE studies, they have engaged in a writing program that involves research, essay writing, and academic feedback. This not only helps them sharpen their academic skills for their current studies and alleviated self-doubt about future aspirations.

We continued our peripatetic lessons in collaboration with Edsential, the local music hub. The quality of teaching remained consistently high, with Edsential overseeing teacher recruitment, training, performance management, and administrative tasks. Our school's funding support enabled all our students, both Pupil Premium (PP) and non-Pupil Premium (NPP), to access

affordable or free instrument lessons and singing classes, resulting in an increased number of students benefiting from music education this year.

For the second consecutive year, the school allocated £18,000+VAT for funding. All peripatetic music lessons were subsidised by £6.40, making group lessons entirely free, while solo twenty-minute lessons cost parents only £6.40 and solo thirty-minute lessons cost £12.80. In total, 69 students, including 21 PP students, received lesson funding, some receiving up to 36 lessons during the year. Careful consideration was given to the allocation of free lesson places to ensure availability in the upcoming academic year.

We have consistently prioritised subsidised places for those interested in learning orchestral instruments, aligning with our goal of establishing a school orchestra that collaborates with local primary school pupils. This funding has led to an increase in orchestral instrument lessons, enabling us to maintain a school orchestra. Edsential provides specialist support during orchestra rehearsals at no additional cost to the school, enhancing the educational experience for all students involved. Additionally, the orchestra's quality and recruitment have improved significantly.

All students receiving lessons have free access to online theory lessons provided by Edsential, ensuring equal opportunities for both PP and NPP students. Music exams have been reintroduced, and we have celebrated with students achieving distinctions in their exams.

Edsential offered our students an exclusive opportunity to participate in the Live@TheHive project during the summer holidays. Eighteen students, most of whom were PP, attended this free week-long holiday club at The Hive music venue, receiving specialised instruction and daily meals. This initiative was highly successful and showcased our students' talents. It was made possible through our partnership with Edsential and incurred no costs to the school.

To enrich our students' cultural experiences beyond the school environment, we allocated Pupil Premium (PP) funding facilitate students' participation in external events, including theatre outings, visits to local colleges, and dining experiences at Spanish Tapas restaurants. These activities were designed to enhance their speaking and listening skills, especially as they engaged in ordering food in Spanish.

Furthermore, Pupil Premium (PP) students had access to a range of projects within the Academy. These initiatives encompassed a weekly cookery club, participation in the Duke of Edinburgh program, PP-specific rewards for the Prom and end of term school discos, and efforts to improve overall attendance.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Aim a Little Higher Higher Horizons	Aim a Little Higher Higher Horizons
Year 11 Mentoring Higher Horizons	Year 11 Mentoring Higher Horizons

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i>
The impact of that spending on service pupil premium eligible pupils

Further information (optional)

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