

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Iceni Academy (Methwold)
Number of pupils in school	663
Proportion (%) of pupil premium eligible pupils	26.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024 (3 years)
Date this statement was published	Revised January 2023
Date on which it will be reviewed	September 2023
Statement authorised by	Lesley Hogg (Principal)
Pupil premium lead	Amy Staniforth (Vice Principal)
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142,780
Recovery premium funding allocation this academic year	£ 29,160
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£171,940

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a curriculum which is knowledge-rich and 'unapologetically ambitious and unashamedly academic' for all our students, including those eligible for the pupil premium.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will always consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

At the centre of everything we do should be high-quality, adaptive teaching. Within this focus we will always be mindful and educationally observant of those students who require the greatest support, generally, but not exclusively, those students who are disadvantaged.

High quality, scaffolded teaching, is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our academy. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

High quality teaching will ensure that any identified knowledge gaps, whether as a result of Lockdown, Covid or general 'knowledge' will be addressed in normal lesson provision but, if identified and necessary, additional support will be provided to ensure that knowledge gaps are filled. This will apply to all students.

It is often the case that knowledge gain and general academic progress is directly linked to an individual's literacy and numeracy skills. We will tirelessly drive-up standards of the whole academy's literacy and numeracy levels so that they are all commensurate with their chronological age, thereby allowing them to fully access their curriculum.

For high quality teaching to have its greatest impact it is essential that all students are in the academy as often as possible. Therefore, there is a clear focus, for each of the 3 years in this plan, on improving the attendance of those most at risk of making less progress than their peers. It is our intention that those students who are disadvantaged will have attendance that is at least as high, if not higher, than their peers. With this focus it is obvious that the percentage of PA students, including those who are disadvantaged, will decrease to at least in line with their peers.

We are clear that our academy has the golden opportunity to not only develop an individual's academic knowledge but also open doors to developing their cultural capital. We will endeavour to increase the number of opportunities available of all students to experience learning, in the widest sense, outside of the classroom. This may be through, for example, educational visits, outside speakers or music lessons.

Challenges

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

Challenge number	Detail of challenge
1	The attendance of disadvantaged students is still significantly below that of their peers. In 2021-22, attendance of all students was 89.54%. For students eligible for PP, attendance was 84.67%. The challenge is to close the gap between PP students and their peers.
2	The attainment of disadvantaged students, other than in Year 11 (2021/22), is below that of their non-disadvantaged peers.
3	The reading ages of those students who are identified as disadvantaged, is not always commensurate with their age, particularly for those students whose reading age places them in the bottom 20% of readers.
4	The Covid pandemic has had a massive impact on the availability of 'cultural' experiences for all students and the economic 'fall-out' from the pandemic is still being felt keenly by many of the academy population but, in particular, those students who are identified as disadvantaged.
5	Due to the rural nature of not only the academy but also the widespread locality of the villages, many students have limited exposure to the workplace, employers or employment opportunities.

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
The gap will close between students eligible for PP and their peers with regards to attendance at school, towards the academy target of 97%.	The gap closes between students eligible for PP and their peers with regards to attendance, with attendance improving towards 97% and an overall reduction in PP students classified as PA when compared to previous years.
All PP students can fully access their learning and show their academic potential in assessments and exams.	All PP students to show an appropriate level of progress in their assessments and to reach their target levels as set by their staff.
All PP students can access, more freely, their learning opportunities both in the classroom and in their assessments/exams.	All PP students have reading ages commensurate with their chronological age.
All teaching staff to be fully aware of those students in their classes who are PP to ensure that they make high level opportunities for them to succeed academically.	PP students achieve their target grades and make appropriate levels of progress as shown by their assessment grades.

Every faculty will plan and run an educational visit which will be accessible to all students and will be linked to the subject knowledge necessary for progress in these subjects.	The majority of PP students will access at least one Educational Visit.
All students will have an increased opportunity to experience outside speakers with a focus on employment and career plans. Year 10 students will be given the opportunity to access Work experience (WEX).	<p>A strong CEIAG curriculum will be delivered in KS3 and 4 ensuring that the students in KS4 know what they wish to do Post 16.</p> <p>A range of outside speakers will have spoken to the students throughout the years and across the academic year.</p>

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching

Budgeted cost: £ 129,867.79

Activity	Evidence that supports this approach	Challenge number(s) addressed
People development activity, with a focus on scaffolding and adaptive practice	<p>The cycles of improvement model will focus on effective, high quality adaptive practice and scaffolding for all, including support and high levels of challenge. This extends to how feedback is delivered and utilised in the classroom. This will ensure that every teacher is supported in continuing to improve.</p> <p>Feedback +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>Individualised instruction +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Metacognition and self regulation +7 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	2, 3
The staffing model allows the appointment of staff who can use their positions to support all students, in particular those who	<p>This model will, where possible, be deployed across all year groups with a positive focus on the lower academically able groups.</p> <p>Reduction in class size +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p> <p>Teaching Assistant Interventions +4 months progress</p>	1,2,3 and 4.

are PP, to achieve all of the identified targets.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions Within class attainment grouping +2 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	
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Targeted academic support

Budgeted cost: £21,036.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group intervention for those students who have low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA.	<p>Teaching Assistant Interventions +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Small group tutoring proves highly effective progress +3 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/summer-schools</p> <p>The impact of adult support staff on pupils and mainstream schools</p>	2 and 3

	http://eppi.ioe.ac.uk/cms/Portals/0/PDF%20reviews%20and%20summaries/Support%20staff%20Rpt.pdf?ver=2009-05-05-165528-197	
Deliver the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10 and 11	<p>Early communication and language interventions can provide +6 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/early-years-toolkit/communication-and-language-approaches</p> <p>Evidence on how 'non-cognitive' skills can be defined and measured.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/essential-life-skills</p>	2 and 3
Reduce class sizes to maximise one to one time in classrooms	<p>Reduction in class size +2 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</p>	1,2,3 and 4
GCSE revision guides provided for all Year 11 Pupil Premium students, free of charge.		2 and 3
Deliver a variety of reading strategies to all students through curriculum time, 'Build up' and 'General studies', and Form time activities.	<p>Improving Reading Skills through Effective Reading Strategies</p> <p>https://www.sciencedirect.com/science/article/pii/S1877042813001146</p>	2 and 3
Use of digital platforms for example Hegarty Maths and SAM learning to be available to all students. These can be used as intervention	<p>Home Learning provision can provide +6 months of progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p>	2 and 3

programs to supplement in-class teaching and for home learning.	Individual instruction in through various mediums including digital can provide +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction	
Use of afterschool 'booster', tutoring and revision sessions to support knowledge development of targeted students.	Extending the school day for things such as tutoring or boosters +3 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	2 and 3

Wider strategies

Budgeted cost: £21,036.11

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to work on reducing PA and improve Whole school attendance, carrying out home visits, liaising with the LA regarding prosecution for PA. 'Get to green' initiative being run in form time.	The DFE published a report on the links between attendance and attainment in 2014. https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014	1
Raising Achievement Manager (RAM) will lead 'Zones of Regulation' (ZOR) sessions which will target students to help them with their emotional regulation ensuring that	Effective behaviour intervention can improve academic outcome by +4 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions Metacognition and self-regulation approaches to teaching, support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning and regulating their	1,2,3 and 4

<p>school is a more enjoyable and positive experience. ZoR will also be taught, explicitly, to the Year 7 cohort, having been taught to Years 8-11 last year.</p>	<p>behaviour. This approach can improve progress by +6 months</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. This approach can produce +4 months progress</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Evidence to support the impact of the ZoR.</p> <p>https://zonesofregulation.com/research-evidence-base.html#</p> <p>A curriculum designed to foster self-regulation in students with neurobiological impairments.</p> <p>https://zonesofregulation.com/uploads/3/4/1/7/34178767/zor_literature_review.pdf</p>	
<p>Safeguarding manager to support the Attendance Officer with identifying those 'vulnerable' students who require additional attendance support and home visits.</p>	<p>Research into how improved attendance can lead to improved attainment.</p> <p>https://schoolleaders.thekeysupport.com/pupils-and-parents/absence-and-attendance/strategies-for-managing-attendance/research-into-how-attendance-can-impact-attainment/</p>	1
<p>Student Support Officers (SSOs) will provide a supportive link between the academy and the identified</p>	<p>Best practice in parental engagement.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/182508/DFE-RR156.pdf</p>	1,2 3, and 4

families to improve engagement with learning, behaviour and attendance,		
Children have the opportunity to engage in a continually developing broad and balanced knowledge rich curriculum, which enthuses them to want to come to the academy.	<p>The use of a broad and balanced curriculum to allow for education recovery.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1033448/Teaching_a_broad_and_balanced_curriculum_for_education_recovery.pdf</p> <p>Creating a broad and balanced curriculum.</p> <p>https://impact.chartered.college/article/creating-a-broad-balanced-curriculum/</p>	2
Rewards for improved attendance, 100% attendance and general positive behaviours.	<p>The DFE published a report on the links between attendance and attainment in 2014.</p> <p>https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to-2014</p>	1
All pupils are exposed to first-hand experience of the outside world, through outside speakers, work experience and life experiences, through educational and enrichment visits.	<p>The impact that Careers education can have on child development and enrichment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/careers-education</p> <p>Review of current evidence on the way that employers can support schools to improve pupil education and economic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/evidence-reviews/employer-engagement-in-education</p>	4

Total budgeted cost: £ 171,940

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.

Teaching priorities

Aim	Cost	Outcome	Evaluative Commentary
<p>Priority 1: Pupil Premium students' attendance is at least as high as their peers, if not higher. Target: 97%</p> <p>Children have the opportunity to engage in a broad and balanced knowledge rich curriculum, which entuses them to want to come to the academy.</p> <p>Interventions provided where academic progress is identified as a barrier to attendance. This will include home visits and phone calls where needed.</p> <p>Attendance officer, SLT attendance link and Heads of Year work to support PP students to attend regularly and address any underlying concerns.</p> <p>P1 PP rewards for improved attendance and 100% attendance.</p>	<p>£17,000</p>	<p>The curriculum was developed to ensure that there were plenty of opportunities for students to experience broad and balanced knowledge provision.</p> <p>Interventions were used to support all students with their attendance. The move from 'pods' during the first series of lockdowns, to live form time ensured that positive relationships were maintained with all students.</p> <p>The various roles which have pastoral elements have all worked together to support our most vulnerable students.</p> <p>A new rewards strategy was implemented which had some success.</p>	<p>The attendance of those students identified as PP was in line with those not identified as PP. This could be assigned to one or other of the aims within this priority or, more likely, as a combination of all of them.</p> <p>The supporting relationships which were formed during lockdown were essential in ensuring that the PP students felt that the academy was a positive place to be. Further work must be done to develop these relationships and line of communication to ensure that further progress is made to improving attendance.</p> <p>The continued development of the Success team ensured that all colleagues worked together to ensure the best provision and support for PP students. Their leadership positions meant that the key information and intervention would be cascaded to the class-based staff.</p> <p>The rewards strategy requires further work to ensure that it is applied consistently and that all students have equal access to the strategy.</p>
<p>Priority 2: All PP students have access to technology to</p>	<p>£18,000</p>	<p>During the third national lockdown (January 2021-April 2021), the pupil</p>	<p>The academy's approach to bridging the digital gap for students eligible for the pupil</p>

<p>enable them to join in with online learning effectively and have resources available to them for independent study at home, too.</p> <p>Staff training on effective digital teaching and learning including via Microsoft Teams.</p> <p>In the event of partial school closures, implement the mentoring 'pod' system for all students including those eligible for the PP to ensure academic progress and bridging of the digital gap where required.</p> <p>Students to have access to PiXL, Hegarty maths, SAM learning and GCSE Pod.</p> <p>Provide technology for those PP students who do not have their own devices.</p>	<p>premium strategy priorities ensured all students were able to access the curriculum remotely.</p> <p>Staff training was delivered by the Assistant Principal who led on remote education, and this training was made available to catch up with later. The Assistant Principal was the same colleague who led on teaching and learning, and thus was able to incorporate into the training techniques and skills for effective remote teaching. In the third national lockdown, the academy moved to live teaching, on Teams, for all lessons which increased attendance, completion and participation for all students, including those eligible for the pupil premium.</p> <p>Whilst the need for a 'pod' system was negated by the inclusion of live form time sessions ('pods' acted as small groups of eight-ten students who were assigned to a member of staff), the academy did implement a telephone welfare chain/ call for vulnerable students, many of whom were eligible for the pupil premium. This allowed for bespoke pastoral and academic support to be implemented, including</p>	<p>premium resulted in higher attendance and engagement with online learning than had occurred in the first partial school closures.</p> <p>The approach to delivering live, online sessions has extended to our approach to running after-school revision and intervention sessions, which in turn has allowed more students (particularly those who are reliant on school transport – 80%-90% of the cohort). This is an approach we will take forward into future planning.</p> <p>The academy will refine it's approach to online platforms (Hegarty, SAMLearning, GCSEPod) to evaluate how we can encourage further usage of these with pupil premium students.</p> <p>The ability for all pupil premium students to have equity of access to computer equipment/ 'dongles' will allow them equity of access to online resources and sessions, and the academy will continue lending these resources to enable this to happen.</p>
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		<p>supporting engagement with online learning.</p> <p>All pupil premium students had access to PiXL apps, Hegarty Maths, SAMLearning and, for Key Stage 4 students, GCSEPod throughout the year, including during the partial school closures.</p> <p>Throughout the partial school closures, pupil premium students were supported to access their learning through the closing of the digital gap by the lending of equipment, including laptops and 'dongles'. Given the rural challenges and broadband coverage in the area, the 'dongles' in particular made a difference to the participation rates of pupil premium students in live remote learning.</p>	
<p>Priority 3: Any gaps in knowledge of PP students are identified and filled.</p> <p>Ensure curriculum maps/plans are designed to enable gaps in knowledge to be identified and interventions to address them implemented.</p>	£16,000	<p>Curriculum planning includes opportunities for regular formative assessment and timely summative assessment in order to identify gaps in pupils' knowledge. In-class intervention to close gaps includes working directly with pupil premium students on tasks, including retrieval.</p> <p>Pupil premium students were supported with</p>	<p>Further development work will take place on summative assessment feeding forward into specific interventions for PP students, both inside the classroom and outside.</p> <p>The end of Coronavirus restrictions will allow for small group, in-person interventions to recommence.</p> <p>We will continue to provide revision guides to all students eligible for the pupil premium,</p>

<p>Provide additional academic tutoring available to students through My Tutor programme in English, Maths or Science.</p> <p>Targeted groups of PP students to take part in internal mentoring opportunities, especially year 11 students.</p> <p>GCSE revision guides provided for all Year 11 PP students free of charge.</p>		<p>MyTutor sessions in English and maths. Students were targeted where they were working below target, and particularly where students were at risk of missing a Grade 4 or 5 in these subjects.</p> <p>Due to the nature of Covid arrangements from January-April and then in the summer term the arrangement of students in 'bubbles', small group intervention was not possible in the traditional sense.</p> <p>GCSE revision guides were provided for all students eligible for the pupil premium, free of charge.</p>	<p>and supplement these with other resources including workbooks and flashcards.</p>
<p>Priority 4 All students are literate and numerate, with reading ages commensurate with their chronological age, allowing them to access the full breadth of the curriculum with success.</p> <p>Develop a 'reading for pleasure' strategy using the 'Just reading' study as a basis for delivery of reading which can add 16 months to reading ages in 12 weeks.</p>	£23,000	<p>The reading for pleasure strategy was successful, with recording reading videos allowing students to access a range of literature both at home during the partial school closures and whilst the academy was open. This included a range of texts accessible through the 'Covid read aloud' copyright clause.</p> <p>Work progressed on embedding academic reading in all subjects, with the impact of this allowing pupil premium students to access a range of real-world, relevant texts in a range of subjects.</p>	<p>The 'reading for pleasure' strategy will be further developed in 2021-22, including implementing the the 'just reading' study with groups of students containing large numbers of pupil premium students. The form time reading strategy was a success and will continue in the coming years, including with a view to extend the range of books being read and establishing an Iceni canon.</p> <p>The work to embed academic reading will continue, to further enhance students' cultural capital and access to high quality, hinterland knowledge.</p> <p>We will continue to minimise class sizes wherever possible, allowing for high quality</p>

<p>Embed academic real-world reading in all subjects.</p> <p>Reduce class sizes to maximise one to one time in classrooms.</p> <p>Small group intervention for those students who are low literacy and numeracy levels using Literacy Tool Box Online and targeted, small group work with an HLTA.</p> <p>Delivery of the PiXL 'Build Up' programme to enhance literacy and numeracy levels in Year 10.</p> <p>Use YARC testing, NGRT testing and STAR Reading test access in order to measure starting points and progress of interventions.</p>		<p>Class sizes were reduced as far as possible, allowing for greater one-to-one contact with the teacher and/or LSA for pupil premium students.</p> <p>Wherever possible, literacy interventions continued. Literacy Tool Box Online could be run using existing equipment as students worked independently at computers and thus could 'cross bubbles' in order to complete this work. However, small group intervention was somewhat restricted due to the necessary organisation of students into teaching bubbles, particularly at KS3.</p> <p>The PiXL Build Up programme allowed for enhanced support for KS4 students who required additional literacy and numeracy intervention in order to make good progress towards achieving a Grade 4.</p>	<p>adaptive teaching practice for students eligible for the pupil premium, and their peers.</p> <p>A return to small group intervention will be an important factor moving forwards, given the evidence base for its impact on the progress of students eligible for the pupil premium.</p> <p>We will continue running the PiXL Build Up programme, with particular focus on building literacy and numeracy skills for students eligible for the pupil premium who are at risk of underperforming in their GCSEs. We will also explore using this time to run 'expert' sessions using subject teachers and leaders to allow for small group intervention at subject level with these students.</p> <p>YARC testing, NGRT testing and STAR Reading testing was used, but data was missing due to partial school closures. We will move from STAR Reading and focus on NGRT testing in 2021-22 due to the more detailed analysis and reliable data produced through NGRT. Reading will be a key academy focus in 2021-22, particularly for students eligible for the pupil premium.</p>
<p>Priority 5 All students have access to a broad range of cultural capital and expand their</p>	<p>£47,000</p>	<p>Cooperative curriculum planning ensured that it made great strides towards the breadth and depth which was required.</p>	<p>Through collaborative planning and increased inter faculty discussions no student would have faced a 'diminished diet' if there had been no impact from further Covid related</p>

<p>knowledge hinterland in support of the core</p> <p>Discrete planning by curriculum leaders and teachers for cultural capital, so that the curriculum is broad and far reaching and students do not face a 'diminished diet.'</p> <p>Internal mentoring for Year 11 students eligible for the PP.</p> <p>Where appropriate, the use of the Pupil Premium to fund, or part fund, educational trips which can expand students' cultural capital.</p> <p>Ensure peripatetic music lessons are available with subsidies.</p> <p>GoZen subscription to increase emotional literacy.</p>		<p>Some mentoring was set up for those identified students. This was in addition to the support provided by their form tutors and the pastoral team.</p> <p>Where appropriate PP funding was used to support students on trips.</p> <p>Peripatetic lessons were made available towards the latter end of the academic year</p> <p>GoZen subscription was allowed to lapse and replaced by The Zones of Regulation as it was felt that this was a better product for the whole academy. It could also be delivered by a wider range of staff and could be tailored to specific groups of students.</p>	<p>lockdowns. Every effort was made to ensure that students access to the curriculum and online learning was facilitated regardless of circumstance.</p> <p>Curriculum planning is ongoing to ensure that it reflects the needs of the students.</p> <p>Mentoring was made easier through the safe and well calls system which had been started through the pandemic. Good relationships had been formed between staff and students which helped the transition back into the academy following the lockdown. A more formalised version of mentoring will be facilitated in 2021-22 and 2022-23 and the students will be identified using granular analysis of their data.</p> <p>There was a much-reduced trip/extra-curricular provision during 2021-22. Where trips did start PP students were supported where appropriate so that they could attend these enriching experiences.</p> <p>The G Zen subscription was not renewed as it was felt that the PP resources would be better used providing the development of The Zones of Regulation. The ZoR were used across the whole academy and additional support was provided for targeted students.</p>
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Externally provided programmes

Programme	Provider
MyTutor	MyTutor