

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Oasis Academy Oldham
Number of pupils in school	793
Proportion (%) of pupil premium eligible pupils	53.6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023-2026
Date this statement was published	1/11/23
Date on which it will be reviewed	September 2023
Statement authorised by	Marie Dillon
Pupil premium lead	Sam Collins
Governor / Trustee lead	Louisa Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£792,293
Recovery premium funding allocation this academic year	£211,278
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	£1,003,571

Part A: Pupil Premium Strategy Plan

Statement of Intent

At Oasis Academy Oldham, we aim to provide an inspirational and inclusive teaching and learning environment where all pupils thrive and succeed. Our ultimate goal is that no child is left behind socially, or academically because of disadvantage; we aim to break down barriers that our children face through quality first teaching, rigorous tracking, careful planning and targeted support so that all children have access to a wealth of opportunities and enjoy academic success.

We know that great teaching improves outcomes for all children which is underpinned by an ambitious, broad and challenging curriculum that prioritises the development of skills for life; these include literacy and vocabulary development, and we strongly believe our children should be able to access written and spoken information to enable them to succeed. We believe it is our moral duty to address the potential deficit in language and will do this through strategies to empower staff to explicitly teach vocabulary and the skills to support students understanding of this. Numeracy skills are also a key part of our vision in ensuring our children have the necessary life skills for the 21st century, decisions in life are often based on numerical information, to make the best choices our young people need to be numerate.

Through our CPD programme we will ensure that all staff are proactive in identifying misconceptions and know the importance of activating prior knowledge to improve learning.

We have a sense of urgency for the progress of all our pupils which is supported by carefully analysing data to identify the academic and social needs of our students. Our Pupil Premium Plan aims to provide focused support to ensure pupils move on from their individual starting points to accelerate progress. We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.

We strive to involve parents in their child's education, this includes the importance of attending school every day.

Challenges

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

Challenge number	Detail of challenge
1	<p>Poor attendance and persistent absence</p> <p>Our attendance data shows that over the last two years attendance among disadvantaged pupils is 4% lower than for non-disadvantaged pupils.</p>

Part A: Pupil Premium Strategy Plan

	<p>Of the 21% of students who were persistently absent last year 60% were disadvantaged pupils. This high level of absenteeism is a huge barrier to their progress.</p>
2	<p>Attainment of disadvantaged pupils is lower than that of their peers. In 2019 progress 8 was -0.82 for PP pupils compared with -0.59 for non-PP.</p> <p>Whilst there has been a significant improvement in outcomes for all pupils the latest data for 2023 shows progress 8 was -0.23 for PP students which is approximately a tenth of a grade behind their peers at -0.07.</p> <p>The EEF has published findings on the impact of Covid and the widening attainment gap.</p> <p>It points out <i>'that despite some recovery by summer 2021, on average pupils were not performing as well in both maths and reading as pre-pandemic cohorts'</i></p> <p>Impact_of_Covid_on_Learning.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>NEW: Pandemic adversely affected young children's development... EEF (educationendowmentfoundation.org.uk)</p>
3	<p>Weak literacy and numeracy skills.</p> <p>EEF research has found that 'children's literacy and maths skills, communication and language, physical development, and personal social and emotional development have all been affected'</p> <p>It cites a three-pronged attack to supporting disadvantaged pupils post pandemic.</p> <p>At Oasis Oldham pupils are significantly lower on entry than the national average, vocabulary deficiencies, poor numeracy skills and weak literacy skills have been compounded by Covid 19 with Oldham having the 4th highest rates of infection nationally and a longer lock down period. (see link above on impact of pandemic)</p>
4	<p>Behaviour data has indicated a higher proportion of PP pupils receive school sanctions. Low self-esteem, poor engagement and motivation are some of the causes. Bespoke intervention programmes and personalised pathways provision are required to best support our young people. Parental engagement and support is also needed to address individual needs. We need to support parents to ensure they have the necessary tools to support their children effectively through personalised plans and strategies.</p>
5	<p>Increased number of students with an EHCP and increased number of students with SEMH needs post covid. Appropriate, personalised support will be needed for these students.</p>
6	<p>Wider cultural experiences based on the Oasis Fundamental offer. Many of our PP pupils do not have access to experiences to develop their cultural capital or participate in high performance clubs outside of school. Support to develop their potential and experience life beyond the academy is essential to their long-term success.</p>

Intended Outcomes

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

Intended outcome	Success criteria
<p>Attainment & Achievement: Students meet national expectations for achievement at Key Stage 4</p>	<p>QA shows day-to-day teaching is consistently of a high quality.</p> <p>Using meta cognition approaches to teaching supports students to think about their own learning and develop schema as recognized by the EEF toolkit-Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p> <p>Attainment and Progress outcomes rapidly improve towards national averages or better.</p> <p>By 2026 P8 for disadvantaged students is 0</p> <p>CPD is tailored to the needs of all staff and students.</p> <p>Investment in academic support for literacy, numeracy and core curriculum subjects ensures pupil premium students' progress is accelerated</p>
<p>Improved attainment for students with SEND at KS4</p>	<p>Students with additional needs are able to access the curriculum in order to make expected progress.</p> <p>Lessons are suitably adapted to meet the needs of SEND students.</p> <p>EEF five recommendations for special educational needs in a mainstream school are evident Special Educational Needs in Mainstream Schools—Recommendations (d2tic4wvo1iusb.cloudfront.net)</p> <p>SEND students have good attendance to school with the attendance gap between SEND students and their peers no more than 3%.</p>
<p>Literacy and reading skills accelerate to meet national expectations.</p>	<p>All students sit the reading plus assessment to identify students below national expectations.</p> <p>Literacy interventions are in place and show rapid increase in reading age.</p> <p>The number of students below expected chronological reading age is significantly reduced.</p> <p>Standardised reading ages are in line with national averages.</p> <p>Teachers have recognized this improvement through engagement in lessons and work scrutiny.</p>
<p>Numeracy skills are developed to support improved outcomes at KS4</p>	<p>Students understand how mathematics is used in the real world.</p> <p>They are confident learners shown in improved engagement in lessons and work scrutiny.</p> <p>The number of students below national expected level is significantly reduced.</p>

Intended Outcomes

<p>Attendance: Sustained high attendance figures and reduced numbers of PA students</p>	<p>Significant improvements ensure that attendance is improved back to pre-pandemic levels and better:</p> <ul style="list-style-type: none"> • By 2024/25 attendance for all students is at least 94% and the gap for disadvantaged pupils is no more than 2% • Persistent absence is reduced and below national benchmarks for disadvantaged students. • SEND students attend equally as well as their peers. • There is an increase in parental engagement through home visits and parental meetings.
<p>All students' pastoral needs are met</p>	<p>There is a culture of celebration and respect throughout the school. Students are equipped and ready to learn. There is a reduction in negative student behaviour incidents, fixed term suspensions and permanent exclusions for FSM students. Specialist support is in place for targeted students to help self-regulation. A continued reduction in NEET % Feedback from students shows they feel well supported and happy at school</p>
<p>Learning outside the classroom is maximized, students' cultural capital is developed</p>	<p>Free universal breakfast club in place Increased participation in extra-curricular clubs Wide variety of trips and visits throughout subject curriculum are planned and organised Students are equipped to compete at the highest levels outside the academy</p>

Activity in this Academic Year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 351,853

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To ensure students have the equipment necessary to participate in learning, including iPads to overcome digital disadvantage:</p> <ul style="list-style-type: none"> All students to have an iPad. Creation of inclusive classrooms, stationary, stock and equipment Digital resources for revision provided. <p>Total = £91000</p>	<p>To ensure that any barriers to learning are addressed prior to teacher input thereby reducing wasted time for all learners.</p> <p>Extensive research EEF highlighting widening digital gap during global pandemic-report Oct 2021- EEF Digital Technology Guidance Report .pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>Specific apps added to IPADS to support learning (literacy and numeracy based) as well as software to support assessment including:</p> <ul style="list-style-type: none"> Formative NGRT testing Bedrock Digital Literacy 	<p>2,3,5</p>
<p>Joint PPA time to be used in each faculty to develop subject specific strategies to improve teaching and learning:</p> <ul style="list-style-type: none"> All staff are consistently good in their classroom practice thereby ensuring good progress for all students. Staff can discuss how to deliver literacy in their department as per the whole school approach. Time to discuss barriers in learning and look at whole curriculum issues through PLCs. Reduce and challenge passivity in lessons through techniques used and discussed. Appointment of curriculum Lead practitioner to ensure lessons are bespoke to Oldham curriculum and work alongside subject leaders. Appointment of subject specific Lead practitioners to support the development of high-quality teaching. <p>Total = £101,313</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.</p> <p>Joint PPA will allow co-planning to develop staff subject and curriculum knowledge. Literacy in each subject will increase, allowing students to access more of the curriculum and assessments.</p> <p>ECT staff will benefit from additional subject specific CPD and working alongside their peers in a team approach.</p> <p>The EEF Great Teaching Toolkit summarises evidence on improving teacher effectiveness- 5ee9f507021911ae35ac6c4d EBE GTT EVIDENCE REVIEW DIGITAL.pdf (website-files.com)</p> <p>The following link looks at principles of cognitive science that can lead to improvements in teaching. Cognitive science approaches in the classroom EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>

<p>Recruitment and retention of teaching staff to ensure and maintain high quality teaching and stability.</p> <ul style="list-style-type: none"> • Appointment of lead practitioners To English, Science, Humanities and Maths to improve subject knowledge and classroom practice. • To ensure a balance of experienced and early career teachers • Reduce workload through smaller class sizes and more sets per year group. • Cover supervisors in place to ensure effective cover arrangements and limit lost learning time. • Reduce and challenge passivity in lessons through high quality teaching. <p>Total = £23,540</p>	<p>EEF research indicates smaller class sizes have a positive impact on the flexibility of teachers to monitor and provide effective feedback.</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p> <p>Research also indicates that supporting teachers so that great teaching is the norm is the most important lever schools have to improve the outcomes for their pupils.</p> <p>1. High-quality teaching EEF (educationendowmentfoundation.org.uk)</p>	<p>1,2,3,4,5,6</p>
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<p>Improving literacy in all subjects in line with EEF recommendations</p> <p>EEF KS3 KS4 LITERACY POSTER.pdf</p> <p>Total = £8,000</p>	<p>Acquiring disciplinary literacy is a central skill for students across all subjects.</p> <p>Literacy skills are also linked to attainment in maths and English.</p> <p>Why Closing the Word Gap Matters –</p>	<p>3,2,4</p>
<p>Coaching for staff so they can improve their practice through Instructional Coaching model.</p> <p>Total = £10,000</p>	<p>High quality teaching is one of the highest levers to closing the disadvantage gap.</p> <p>CPD cycle is built on researched best practice of:</p> <ul style="list-style-type: none"> Building Knowledge Motivate staff. Develop teaching techniques. Embed practice. <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</p>	<p>1,2</p>
<p>ECT1 and ECT2 program</p> <ul style="list-style-type: none"> Early career stage teachers are supported to be strong practitioners in the classroom. <p>Cost of weekly mentor meeting, as each mentor needs an extra free.</p> <p>Bespoke weekly CPD</p> <p>Total = £90,900</p>	<p>We have many early career teachers this year and helping to improve the quality of education in their lessons will impact on PP students</p>	<p>1,2</p>
<p>Bespoke CPD:</p> <ul style="list-style-type: none"> External CPD for middle and senior leaders External CPD for support staff External CPD for teaching staff <p>Total = £15,000</p>	<p>EEF indicates that PP students benefit from good teaching and learning more than their peers through high quality teaching. This will have the greatest impact on their outcomes.</p>	<p>1,2</p>
<p>To raise achievement of PP students in maths to be at least in line with national average</p> <ul style="list-style-type: none"> Sparx Math's and Champion OCL Curriculum Numeracy Co-Ordinator <p>Total = £12,100</p>	<p>Data shows PP students in Maths are 14% below their Peers.</p> <p>Students join the Academy 14% worse off in Maths at KS2 than they do nationally.</p> <p>Strong numeracy skills are critical to be able to participate fully in modern life.</p>	<p>3, 4,5</p>

Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £325,033

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>NTP Tutoring</p> <ul style="list-style-type: none"> • Delivery of small group intervention in English maths and science across all year groups through external tuition and academic support • Mentoring and targeted holiday interventions in small groups <p>Total = £74,000</p>	<p>Evidence indicates that 1-2-1 or small group tuition can be as effective in improving progress on average by up to five months</p>	<p>1,2,3</p>
<p>Appointment and deployment of additional teaching assistants to support targeted interventions for SEND students.</p> <p>Total = £51,013</p>	<p>EEF research reports 'Disadvantaged students with SEND have the greatest need for excellent teaching...Strategic deployment of teaching assistants in lessons and interventions should supplement high quality teaching'</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>2,5</p>
<p>Tailored Revision Materials for KS4 - £7,652</p> <p>Revision guides for Year 11 - £5,752</p> <p>To ensure students study effectively in preparation for examinations</p> <p>Total = £13,404</p>	<p>Tailored revision materials for all exam classes in every subject are required to ensure students have access to study guides/aids needed to maximize performance.</p> <p>Barriers to learning are addressed ensuring no time wasted for all students.</p>	<p>2</p>

<p>Whole-school literacy interventions</p> <ul style="list-style-type: none"> • Every student can access the curriculum. • All students' reading age to meet or exceed chronological age. <p>Interventions to support low levels of literacy:</p> <ul style="list-style-type: none"> - Bedrock - Learning Resource Manager - Literacy intervention specialists - Bespoke interventions for EAL students - Accelerated Reader - Corrective reading - Lego Therapy - Emotional literacy interventions - Training for 10 staff - Boost Reading Training - Whole School Literacy Lead <p>Total = £148,976</p>	<p>EEF Improving Literacy guidance report (2021)</p> <p>Strong literacy skills are critical to be able to participate fully in modern life.</p> <p>Literacy lead coordinates cohesive approach to improving literacy across the curriculum in addition to targeted interventions for those in need</p>	<p>3,2,1,4</p>
<p>To develop the HPA Strategy throughout KS3 and 4 to improve achievement and progress of HPA students.</p> <ul style="list-style-type: none"> • All staff are aware of HPA PP students and plan accordingly. • High quality classroom practice ensures good progress is made. • Compete in extracurricular activities to enhance the life experiences of HPA PP students. • Brilliant club to enable students to visit red brick universities and have high aspirations. <p>Total = £37,640</p>	<p>Data analysis shows Interventions have previously been targeted at mid-ability on entry students, whilst they have had an impact it is higher ability on entry PP students where there is often a gap in performance.</p>	<p>2</p>

Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 326,174

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Support with uniform for parents/students in financial hardship to meet school standards and expectations.</p> <p>Total = £40,000</p>	<p>PP student's financial barriers can lead to students being PA</p>	<p>1</p>
<p>Ensure all PP students attend at least one extracurricular club/careers activities to boost participation and attitudes to learning.</p> <p>Students show better attitudes to learning, improve their attainment and attitude to themselves and the academy.</p> <p>Total = £32,500</p>	<p>Students often lack cultural experiences which in turn means that learning can be decontextualized. Enriching visits will aid their learning and wider understanding.</p> <p>Disadvantaged students could miss out on enrichment visits due to limited funds.</p> <p>EEF Teaching and Learning Toolkit research: social and Emotional Learning, peer tutoring, digital technology.</p>	<p>6</p>
<p>Support PP students to attend trips and educational visits enhancing their cultural capital.</p> <p>Peripatetic music lessons</p> <p>Cost of lessons for the students who have piano/drum lessons etc.</p> <p>MAPAS</p> <p>Total = £10,000</p>	<p>Disadvantaged students could miss out on enrichment visits due limited funds.</p> <p>EEF Teaching and Learning Toolkit research: Social and emotional learning (+4 months); peer tutoring (+6 months); digital technology (+4 months) behind peers</p>	<p>1,2,6</p>
<p>Interventions to support students social and emotional needs; to improve behaviours and wellbeing including Safeguarding interventions:</p> <ul style="list-style-type: none"> - Manchester City Aspires Programme - 2x Pastoral Leaders for each year group - Rewards - Place2Be - CPOMs - Director of Personalised Pathways Provision - Alternative Provision to support post 16 choices. <p>Total = £49,000</p>	<p>One in four young people suffer from poor mental health.</p> <p>Helps to reduce the number of behaviour incidences for PP students</p>	<p>4, 1</p>

<p>To reduce the number of FTE for PP students through targeted intervention and bespoke therapeutic support. HLTA salary for interventions 5 hours a week: Cost of external speakers,</p> <p>Total = £14,400</p>	<p>Many students suffer from mental health issues. Often their poor behaviour choices are because of abuse or trauma these students have suffered. Students receive 1-to-1 and small group support to improve their confidence and self-manage their behavior.</p>	<p>1,4</p>
<p>Use of Alternative provisions</p> <ul style="list-style-type: none"> - Laticzone - Teenage kicks - Academy 21 - EdStart - Chances Mentoring - Saddleworth Environmental <p>Total = = £20,000</p>	<p>EEF research on the impact on life chances of permanent exclusions</p> <p>PP students are four times more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference:23/3/2018) Keeping them in alternate provision and shaping the curriculum to meet their needs will avoid this and so improve life chances</p>	<p>1,2,4</p>
<p>Improve PP attendance through targeted support.</p> <ul style="list-style-type: none"> - LA Service agreement - Attendance Administration Officer - Attendance Family Support Officer - Rewards - Additional Attendance officer - Additional time for Pastoral Leaders to complete meetings, calls (10 hours) <p>Total =£56,232</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <p>The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</p> <p>Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions.</p> <p>EEF Toolkit for parental engagement Parental engagement EEF (educationendowmentfoundation.org.uk)</p>	<p>1</p>
<p>Increased capacity to support family engagement, in particular SEND students. By increasing the capacity to make home visits, arrange meetings and ensure parental engagement in statutory processes.</p> <p>Added capacity of and additional SENCO and Deputy SENCo as well as TLR holders for supporting SEND students</p> <p>Additional attendance capacity through the appointment of a Family Support Worker and Attendance Admin Officer</p> <p>Total =£20,200</p>	<p>Internal data shows SEND students attendance is below that of their peers with some persistently and severely absent. For academic year 2022-23 this was 86.2%. Outcomes data supports this with SEND students not performing as well as non-SEND.</p>	<p>1,5,2</p>

<p>Enhance the mental wellbeing offer through the commission of Place2Be counselling and the appointment of additional Pastoral Leaders (two per year group)</p> <p>Total = £36,866</p>	<p>EIF study on adolescent mental health found good evidence that 'reducing mental health and behavioural difficulties it is essential to support the development of social, emotional and behavioural competencies'</p> <p>Bullying prevention interventions were also seen to have a positive effect.</p> <p>Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>4,1</p>
<p>0% NEET across the Academy with all students enrolled in employment, education, and training when they leave Year 11</p> <p>Service agreement with Positive Steps</p> <p>Total = £20,582</p>	<p>Disadvantaged students are more likely to be at risk of becoming NEET.</p>	<p>1,2</p>
<p>Breakfast club</p> <p>Encourage pupils to eat a healthy breakfast before school and are ready to start the day.</p> <p>Total = £2,500</p>	<p>EEF – improvements socially, health and academically when students attend breakfast club</p>	<p>1,2,4</p>
<p>To ensure students participate in all curriculum areas and improve their achievement and engagement.</p> <p>Cost of food technology ingredients</p> <p>All practical subject equipment / materials</p> <p>Total = £41,944</p>	<p>Continued participation, understanding of healthy lifestyles and improve achievement in this curriculum area.</p> <p>Census data illustrates average age of death in Oldham 11 years lower than national averages</p>	<p>1,2,4</p>
<p>Debate Mate</p> <p>Total = £2150</p>	<p>Debating can help to raise speaking and listening skills, as well as improve a range of high order thinking skills and non-cognitive abilities such as confidence, teamwork, and leadership.</p>	<p>2</p>

Total budgeted cost: £1,029,135

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 2022 to 2023 academic year.

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.23

For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 39.1. See [DfE guidance](#) for more information about KS4 performance measures.

We are extremely pleased with the progress that our disadvantaged students have made, especially given the impact of the pandemic (Oldham had the 4th highest rates of infection nationally).

We have compared our results to national figures to help gauge the performance of our disadvantaged pupils. The National Attainment 8 score for disadvantaged pupils in 2022/23 was 35.8 and for non-disadvantaged pupils it was 50.2. For Progress 8, the national average score for disadvantaged pupils was -0.55 and for non-disadvantaged pupils it was 0.17. When we look at the last published data for 2019 it is clear that we have closed the gap considerably.

For 2022/23 Our disadvantaged students outperformed national disadvantaged figures as above and we believe this is due to our disadvantaged Year 11 students having a 5% higher attendance of their peers nationally as well as other targeted and whole school intervention strategies.

The attendance gap in Year 11 for disadvantaged was 3.9%, with disadvantaged pupils having 88.9% compared with 92.8% of non-disadvantaged. Additionally, mental health support through Place2Be saw support for 57% of our disadvantaged children which positively impacted on attendance and attitude to learning.

Improvement in the quality of education across the academy has had a positive impact on the attainment and progress of all pupils in all years. The funding spent on CPD, staff training and coaching has shown a clear improvement in teaching and learning. Additionally, the appointment of lead practitioners has positively improved the progress scores of those subjects, with significant improvements in English and Humanities. Joint PPA time in each faculty has also shown a positive impact through the development of the curriculum and its implementation. The use of interventions has had variable impact, reading interventions having the highest. impact on learning with 77% of students improving their reading age by two years. NTP tuition also had a positive impact with 70% of students improving by at least one grade from their mock examinations.

Overall attendance for 2022/23 was 90.7, this was above the FFT national average and in line with the local authority average. The attendance of our disadvantaged pupils was 88.5%, 4% lower than non-disadvantaged students. Compared with disadvantaged students nationally our disadvantaged students were 3% higher. The attendance of SEND students was 86.2%. Attendance remains a priority in our current plan.

EBacc entry for disadvantaged pupils was 31%, which is 11% higher than 2021/22 and 8% below that for non-disadvantaged pupils.

Our assessments demonstrated that pupil behaviour improved last year with a reduction in permanent exclusions and improvement in outcomes for students with more than one FTS, however challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute.

The outcomes data for 2022/23 illustrate that we are meeting many of the intended outcomes stated above, however there is still more to do. We have reviewed our strategic plan and made changes to how we intend to use some of our budget this academic year, as set out in the sections above.

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
Pixl Secondary	Pixl
Bedrock Reading App	
NGRT	GL Assessments
Sparx Maths	
GCSEPod	
Academy 21	Academy 21
Lacticzone	
Step Lab	Powerful action steps
Manchester City Programme	Manchester City