

Pupil premium strategy statement

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	BRISTOL METROPOLITAN ACADEMY
Number of pupils in school	1098
Proportion (%) of pupil premium eligible pupils	31% (343 students)
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2024/25 2025/26 2026/27
Date this statement was published	FEBRUARY 2025
Date on which it will be reviewed	SEPTEMBER 2025
Statement authorised by	CAMERON SHAW, PRINCIPAL BMA ACADEMY COUNCIL
Pupil premium lead	JOHN PRICE, ASSOCIATE ASSISTANT PRINCIPAL
Governor / Trustee lead	JON HALLETT

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 368,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

<p>Total budget for this academic year</p> <p>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</p>	<p>£ 368,630</p>
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Part A: Pupil premium strategy plan

Statement of intent

At Bristol Metropolitan Academy, we are committed to using Pupil Premium funding to enhance the attainment of disadvantaged students, ensuring they achieve at least in line with their non-disadvantaged peers both within the academy and nationally.

Our strategy focuses on addressing key barriers to achievement, including oral and literacy development, engagement, expectations, and aspirations. We also remain responsive to wider challenges and individual student needs, using evidence-based analysis to assess the effectiveness of our approach.

We aim for all students to become strong readers, proficient in tier 3 terminology, enabling them to access further and higher education. Our approach ensures that:

- Eligible students make progress in line with their peers.
- Eligible students meet or exceed challenging attainment targets.
- Eligible students achieve in line with or beyond their personal aspirations.
- Parents and carers are actively engaged in supporting student success.
- Eligible students enjoy and engage in learning both within and beyond the academy.
- The academy supports eligible students in securing education, employment, or training post-16.

Through this approach, we strive to create a culture of high expectations and success for all our students.

Challenges

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

Challenge number	Detail of challenge
1	Through assessment and observation disadvantaged students show underdeveloped oral language skills with gaps in their vocabulary on entry to KS3. They often lack tier 2 and tier 3 vocabulary and therefore do not translate strong command of these tier words to their written work. 44% of PP students entered with below ARE in 2024-25 (211 in the cohort).
2	Assessment, observations and discussions with disadvantaged students suggests they often lack proficient reading role models at home or opportunities to engage in reading for pleasure. This impacts progress and attainment across the curriculum and leads to disengagement. Improvements have been made, however, In September 2024 44% of PP students entered with a reading age

	below their chronological age compared to 2020 where 43/69 (62%) of PP students entered with a reading age below their chronological reading age.																																																																		
3	Analysis of punctuality and attendance indicates that disadvantaged students and families need support to improve better rates of punctuality and attendance. PP attendance for 2023-24 academic year was 87.5% compared to 92.3% for the non-PP students and overall attendance of 91%. Disadvantaged students represent 51% of lateness to the academy.																																																																		
4	Disadvantage students have less support or suitable working environment at home to effectively complete homework. Analysis of homework has identified 50% of students accessing P7 homework support were PP students.																																																																		
5	<p>Internal and external assessments indicate that disadvantaged students attain less well than their non-disadvantaged peers in CORE subjects. Y11 Outcomes: 2019 Gap: -24% 2021 Gap: -10.8% 2024 Gap –13.6%</p> <p>KS3 Outcomes</p> <table><tr><td>2023-24 (AP 3)</td><td>All %</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Year 7</td><td></td><td></td><td></td><td>Year 8</td><td></td><td></td></tr><tr><td></td><td>PP</td><td>Non PP</td><td></td><td></td><td>PP</td><td>Non PP</td></tr><tr><td>ENG</td><td>55</td><td>80</td><td></td><td></td><td>54</td><td>81</td></tr><tr><td>MATHS</td><td>45</td><td>64</td><td></td><td></td><td>49</td><td>71</td></tr><tr><td>SCI</td><td>43</td><td>59</td><td></td><td></td><td>51</td><td>76</td></tr></table> <p>4</p> <table><tr><td>2023-24 (AP 3)</td><td></td><td></td><td></td></tr><tr><td>Year 9</td><td></td><td></td><td></td></tr><tr><td></td><td>PP</td><td>Non PP</td><td></td></tr><tr><td>ENG</td><td>64</td><td>84</td><td></td></tr><tr><td>MATHS</td><td>56</td><td>70</td><td></td></tr><tr><td>SCI</td><td>48</td><td>69</td><td></td></tr></table>	2023-24 (AP 3)	All %						Year 7				Year 8				PP	Non PP			PP	Non PP	ENG	55	80			54	81	MATHS	45	64			49	71	SCI	43	59			51	76	2023-24 (AP 3)				Year 9					PP	Non PP		ENG	64	84		MATHS	56	70		SCI	48	69	
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6	Analysis of internal data indicates disadvantaged students are overrepresented in negative behaviour scores and sanctions. Disadvantaged students make up 63% of ISR referrals per term which impacts learning and attainment. Observations and discussions with disadvantaged students indicate many lack the metacognitive skills or coping strategies when faced with challenges.																																																																		

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
Improve oral language skills and vocabulary for disadvantaged students using Voice 21 as a partner	i) precise teaching and modelling, coupled with more and better opportunities to perform, to influence, to explore through spoken language.

	<p>ii) classroom practice will be to prepare students for writing through talk.</p> <p>iii) use of keywords and Tier 2/Tier 3 words to reduce the impact of any language deficit. This is taught explicitly and modelled by the teacher both verbally and in written form.</p> <p>iv) student written work and idea development will be significantly improved.</p> <p>All above aims will be evidenced through QA activities such as book looks, lesson visits and Academy Review Visits (ARVs).</p>
Improve reading ages for disadvantaged students	<p>i) All disadvantaged students will have a reading age that is comparable to their chronological age and will be tested through the New Group Reading Test (NGRT) giving a Standard Age Score (SAS).</p> <p>ii) Reading comprehension (AR) tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>iii) Engagement of disadvantaged learners in lessons will increase and evidenced in work scrutiny.</p>
Improve attendance and punctuality for all disadvantaged students	<p>High and sustained attendance for all students demonstrated by:</p> <p>i) Attendance for disadvantaged students will be at least 94% and no more than 2% below non-disadvantaged peers</p> <p>ii) PA will be no more than 10%</p>
Reduce number of disadvantaged students failing to complete homework on a regular basis using revision sessions/homework club/P7	<p>High standard and completion rate of homework for all students:</p> <p>i) Disadvantaged students failing to regularly complete homework to be reduced to no more than 10% above non-disadvantaged peers</p> <p>ii) Teacher reports that students, particularly those who are disadvantaged, complete homework regularly across all subjects and year groups.</p>

Disadvantaged students to achieve at least grade 5 in all subjects in order to access appropriate Post-16/training programmes	<p>High and consistent standards of achievement across the curriculum for all students evidenced by:</p> <ul style="list-style-type: none"> i) At least 50% of disadvantaged students to achieve 4+ in all subjects. ii) At least 50% of disadvantaged students to achieve 5+ in basics compared to 40.3% in 2021 and 28% In 2024 iii) At least 30% of disadvantaged students to achieve 5+ in option subjects (EBACC) compared to 22.07% in 2021 and 17% In 2024 iv) 0% NEET
Disadvantaged students are no longer overrepresented in negative behaviour scores and sanctions	<p>High and consistent standards of behaviour in lessons to ensure full engagement evidence by:</p> <ul style="list-style-type: none"> i) mentoring for disadvantaged students to offer support in developing resilience to cope with challenging situations ii) increase in active participation in lessons by disadvantaged students as evidenced through lesson walks and other QA activities. iii) increase in participation in extra-curricular activities by disadvantaged students in line with their non-disadvantaged peers iv) a decrease in the number of disadvantaged students who are sent to ISR v) a higher proportion of disadvantaged students feel more of a sense of belonging to the academy as evidenced through surveys throughout the year

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.

Revised activities/information for 2024-25

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £288,313

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Professional development on evidence-based approaches with the focus on the development of literacy and oracy across the academy informed by 'Voice 21' for all teaching staff and LSAs.</p> <p>Literacy (inc. oracy) to be a key feature in our AIP and one of the key strands for improvement across the academy.</p>	<p>Oral language interventions improve comprehension and reading skills and allow students to benefit from explicit discussion of either content or processes of learning, or both. Oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression. This can improve outcomes across the curriculum</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Voice 21 – The national oracy education charity</p> <p>Effective Professional Development guidance report</p> <p>We are continuing to work with Voice 21 into the 2024-25 academic year to continue to develop staff pedagogy around how to embed and develop oracy and literacy strategies within the classroom.</p>	<p>1, 2, 5 and 6</p>

<p>Developing individual instruction techniques will involve whole school CPD</p> <p>Targeted assessment and feedback through developed departmental feedback policies.</p>	<p>Individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment. This can support pupils to consolidate their learning and practice skills or develop mastery.</p> <p>More targeted assessment and feedback policies tailored to departments may also support pupils to address misconceptions or overcome specific barriers to learning.</p> <p>Individualised instruction EEF (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/feedback</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eeef-guidance-reports/feedback/EEF_Feedback_Recommendations_Poster.pdf?v=1671120645</p>	<p>4 and 5</p>
<p>Accelerated progress programme of booster groups targeting students significantly below age related expectations through the use of the HUB.</p>	<p>Smaller groups of students are taught in English and maths to allow personalised learning designed to boost long term performance in students starting BMA with significantly below age related expectations and reading ages.</p> <p>https://www.nurtureuk.org/research-evidence/impact-andevidence/controlled-studies-nurture-groups</p>	<p>1, 2, 5 and 6</p>
<p>Developing high quality first teaching, assessment and a curriculum that responds to the needs of students within the academy.</p> <p>Allocated time to review cohort profiles and</p>	<p><i>'Leaders of more successful schools emphasise the importance of 'quality teaching first'. They aim to provide a consistently high standard, through setting expectations, monitoring performance, tailoring teaching and support to suit their pupils and sharing best practice.</i></p> <p><i>This approach is supported by a body of research³ which has found that good teachers are especially important for pupils from disadvantaged backgrounds.'</i></p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/473976/DFE-RS411_Supporting_the_attainment_of_disadvantaged_pupils_briefing_for_school_leaders.pdf</p> <p>Great Teaching Toolkit</p> <p>https://www.suttontrust.com/wp-content/uploads/2020/01/2teachers-impactreport-final.pdf</p>	<p>1, 4, 5 and 6</p>

contextual statements to ensure staff can meet students' needs.		
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £46,838

Activity	Evidence that supports this approach	Challenge number(s) addressed
Fostering independent reading in KS3 students.	Supported reading intervention positively impacts disadvantaged students in developing their reading and comprehension skills Accelerated Reader (re-grant) EEF (educationendowmentfoundation.org.uk)	1, 2 and 5
Developing metacognitive and self-regulation skills in all pupils to support independent learning Developing students' ability and responsibility to complete homework tasks that are purposeful and impactful.	Developing metacognitive skills is an inexpensive method of developing independent learning that can increase outcomes for learners across all subject areas. Metacognition and self-regulation Toolkit Strand Education Endowment Foundation EEF Homework EEF (educationendowmentfoundation.org.uk)	4
Targeted support for disadvantaged students who need to develop resilience and coping strategies. This will involve further training for staff in both the SSB and the LSAs undertaking ELSA training.	Targeted support aims to offer students reasoning and rehabilitation to stop and think before acting, considering the consequences of their behaviour, and think of alternative ways to respond to conflict/challenge. Social and emotional learning EEF (educationendowmentfoundation.org.uk) https://guidebook.eif.org.uk/programme/traumafocused-cognitive-behavioural-therapy	3, 4 and 6
Subsidised resources to allow disadvantaged students to access	Subsidised resources include music tuition and ingredients for food and nutrition lessons and	5

curriculum and make progress.	<p>revision guides available for disadvantaged students (this is departmental led).</p> <p>Oftsed research places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>https://www.suttontrust.com/wpcontent/uploads/2020/01/Extracurricularinequality-1.pdf</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £33,479

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Staff linked to attendance will get training and release time to develop and implement new procedures.</p> <p>Pastoral staff will continue to work with the school Attendance officer to improve attendance.</p> <p>Reducing in school lateness to lessons by increasing punctuality to lessons.</p>	<p>Attendance procedures being consistently applied with clear supportive workshops in place to engage families reduces the number of disadvantaged students from accessing education.</p> <p>Attendance-REA-protocol-21092021.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	3

Student support interventions for specific pupils who require support with regulating their behaviour and emotions.	<p>Intervention programmes identified by the EIF indicate symptoms of anxiety and depression can be reduced in students and support the development of resilience. This includes Student Support Base programmes, student counsellor and EP support.</p> <p>https://www.eif.org.uk/report/adolescent-mental-health-a-systematicreview-on-the-effectiveness-of-school-based-interventions</p>	6
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Staff trained in Mental Health first aid to support both students and staff within the academy. Staff being ELSA trained to further support students.		
High aspirations support for disadvantaged students to realise their future potential	<p>Specific and targeted support for students to secure pathways and reduce number of NEET students.</p> <p>https://www.suttontrust.com/wp-content/uploads/2019/12/AdvancingAmbitions-16.10-1.pdf</p>	3,5 and 6
Breakfast Club	<p>Breakfast provided free of charge to ensure access to food at the start of the day.</p> <p>https://educationendowmentfoundation.org.uk/projects-andevaluation/projects/magic-breakfast</p>	3 and 4
Embed the Academy Belonging strategy included a review of the rewards systems to build buy-in from students to their education.	<p><i>'Children and young people who feel safe, valued and cared for within their educational setting are much more likely to experience academic success, positive social connections and a confident perception of their connection with the community, whilst those who feel they do not fit in will experience unnecessary barriers to learning and deep feelings of alienation.'</i> https://www.bristolonecity.com/wpcontent/uploads/2021/10/3-Belonging-Strategy-Belonging-inEducation_weba_v2.pdf</p>	6 and 3

<p>Extracurricular activities on offer within the academy day through MET mastery and also extracurricular clubs after school.</p> <p>Training of one of our Mary Smith (LSA) in their Level 3 forest school certificate.</p>	<p>Increase student engagement with extracurricular activities on offer within the academy such as: DofE, MET productions, the basketball academy and Cheer. Evidence suggests that extracurricular activities may increase engagement in learning and a sense of belonging within the academy.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/arts-participation</p>	6 and 3
<p>We will continue to refine our proactive strategies for engaging with and communicating with and supporting parents through termly year group newsletters, opening parents evening bookings to disadvantaged families a day early (followed with a phone call) and running 'How to support your child with revision/homework etc...' evenings. Use of the MCAS app to inform parents.</p>	<p>Research shows that levels of parental engagement are linked to improved academic outcomes.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/eef-guidancereports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1635355222</p>	6 and 3

Total budgeted cost: £368,630

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 2023 to 2024 academic year.

Review of 2023-24

External data outlines that disadvantaged student progress and attainment are improving but are not yet in line with non-disadvantaged students. Disadvantaged students do attain higher and make more progress than the national disadvantaged cohort. Ebacc entry in 2024 was 56.7% with disadvantage outcomes lower than their non-disadvantaged peers.

Overall attendance for disadvantaged students in 2023/24 was above national average. PA and the attendance gap are still concerning which is why attendance is a focus of our current plan.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required seeing 171 students in receipt of targeted support including counselling sessions and SSB interventions. We are continuing to build on this approach in our new plan.

Intended outcome 1: Improve oral language skills and vocabulary for disadvantaged students using Voice 21 as a partner.

Oracy continues to be a main driver to support disadvantaged students at BMA. Over the past two years a new SLT link has been appointed to LM the Leader of Literacy which has resulted in a more streamlined focus on oracy being used to develop and enhance extended writing which has been supported through Voice 21. Inset and CPD sessions were delivered throughout the academic year to support this.

Three members of staff have continued to train with Voice 21 in developing and implementing strategies to embed oracy within the curriculum. Professional development sessions have been run throughout the year by the Leader of Literacy and strategic literacy lead with both teachers and LSAs to explore strategies and give staff confidence to develop this skill. This continued throughout 2023-24 with joint planning opportunities created for teachers to refine and develop learning sequences to include these.

Intended outcome 2: Improve reading ages for disadvantaged students

The reading ages at Bristol Met are calculated through the NGRT reading test. This programme was used for the first time at BMA in 2023-24. In review of this, strategies were implemented across last year to support in the successful delivery of the programme. Teachers reading with students has now been embedded within library lessons and has been highlighted as a bright spot within lesson visits at the academy. Students continue to be able to independently select texts at their reading age and above to expose them to a wider range of books.

Intended outcome 3: Improve attendance and punctuality for all disadvantaged students:

Across 2023-24 overall attendance at the academy was 90.5% which was higher than the CLF average but slightly lower than national average. However, PP attendance was lower than that of their non-disadvantaged peers.

The attendance officer continues to support in addressing absence at the academy. Texts are sent home with home visits carried out by the House Teams or Safeguarding where absence runs into a second day. Disadvantaged students and students identified on the academy vulnerability register are prioritised in this with them being the first to be rung. This register has been shared among staff to highlight who these students are to contribute to a whole school approach to supporting these students.

Punctuality to the academy remains a focus to ensure we are maximising all learning time available. We continue to offer a Breakfast club for students which is free of charge to students between 8.15am - 8.30am in the morning, not only ensuring they have had food, but also giving them an incentive to come into the academy earlier. Numbers of students accessing the breakfast club fell slightly across last academic year. Although we are not sure why, we will continue to monitor into this academic year to see if it is a continuing trend.

One strategy to support in this has been the sanction system brought into place for students late to the academy in the morning. Although these are positive steps, we acknowledge that there is still work to be done towards this. The senior leader and house team presence in the school at lesson change overs has helped in supporting students to get to lessons on time, however internal lates will continue to be an ongoing area of focus.

Intended outcome 4: Reduce number of disadvantaged students failing to complete homework.

Homework continued to be a focus for the academy across the last academic year with our homework system running through for the whole year. At the start of the year a target was set through our AIP for there to be no more than 39% of PP students (target in relation to the proportion of PP students within the academy) and no SEND students attending our compulsory P7 homework provision. End of year figures show that PP students made up 50% across the last academic year of all students who attended. Considering this data, students who were not completing homework were identified earlier and encouraged to attend the homework hub with LSAs there to support. Our homework lead also ensured to communicate directly with the identified students and home to explore any barriers to completing homework. The homework set was also reviewed across the year developing it to make it more accessible for students.

Intended outcome 5: Disadvantaged students to achieve at least grade 5 in all subjects in order to access appropriate Post 16/training programmes.

Over the last academic year, we have continued to run a range of evidence based CPD opportunities for staff to develop a range of pedagogical skills, including developing oracy in lessons and the implementation of the new T&L framework. This framework is based on the GRR (Gradual Release of Responsibility) model and aims to better support and scaffold learning for all students to ensure all work is accessible through utilising a 'I do, we do, you do'. Through doing this, students can build confidence and develop appropriate knowledge and skills enabling them for KS4 and beyond.

KS4: Outcomes at Bristol Metropolitan Academy continue to be strong, with PP pupils outperforming PP students in most other CLF academies.

KS3: Internal assessments at the end of KS3 (2024) showed that on average disadvantaged students at Bristol Metropolitan Academy have continued to attain higher than and had a value added score greater than the CLF average in core subjects (English, Maths and Science).

Last year saw of our Careers and Guidance co-ordinator who is working hard to secure the Gatsby benchmarks and create more opportunities for students to explore future career paths. We continue to offer Into University, targeted at our disadvantaged students as well as Envision and various trips out to careers and Post 16 events across the academic year.

As well as this, we have continued to deliver a programme to support students moving forwards with future careers and aspirations after MET. This has involved one-to-one appointments with members of our CIAG team to explore FE courses, apprentice routes and support in applying and interviewing for places in year 11. Employability day has continued to be offered to year 10 that looks at creating CVs and interview practice.

Intended outcome 6: Disadvantaged students are no longer overrepresented in negative behaviour scores and sanctions.

Over this academic year over 200 students, across all years have been able to access the following groups to support them in the academy. 50 % of these students fall under the 'disadvantaged' category': A range of different workshops have been offered over the last year run by the Student Support team and SEND team: Managing emotion triggers, bereavement, self-esteem and friendships, Girls' group, Sports leaders, community group, nurture groups, transition support, young careers, boxing (for students at risk of CCE), farm group, Upstanding, Expression group working with Off the Record, Mental health and anxiety group and a Year 11 support group.

We continue to invest in a school councillor who works with students on a referral basis through the pastoral teams. Last academic year 81 students accessed her services with 49% of them being classified as PP.

Reviewing data from 2023-24 students from disadvantaged backgrounds continue to be overrepresented within the behaviour data. This is most noticeable in the suspension and exclusion data where 18% of disadvantaged students have 1+ suspension compared to 12% of non-PP students. There are plans to carry out student voice activities to further understand barriers to learning and reasons for the repeating behaviours.

Last year the Belonging strategy was embedded at the academy which looked to increase a sense of belonging at the academy to support in increasing attendance, participations in lessons and fewer referrals to the ISR. Although there is no definitive data for the impact of the belonging strategy as yet, it could be argued that the impact of this strategy could be seen in both attendance and attainment at the academy.

To support further reducing these statistics for this academic year the AIP has a strong focus on using Oracy and co-collaboration to support in exploring ideas within class to ensure all students have access to high quality learning.

Last year our strategy aimed to ensure PP students were more proportionately recognised in rewards to achieve a greater 'buy-in' from students and sense of belonging. The data shows that this was not something that has been fully achieved and as such is something that will need to be monitored and reviewed throughout the next academic year by the rewards team.

The uptake of extracurricular opportunities continues to be an area for development. Data from last year has shown there continues to be a significant gap in disadvantaged students both taking up and maintaining commitment to extracurricular opportunities. The PP uptake from Cheer (a part of the squad or as an MET mastery lesson) has dropped by 10.7% to 33.3%; while the DoE has had a marginal drop of 1.2% to 13.3% (10/75 students) of PP students participating. We have continued to secure funding to pay the registration fee of £25 and have equipment funded by the CDG (Community Development Group) to encourage more students to take up the DoE opportunity. MET Productions (the yearly drama production) increased PP student participation from 17.7% to 22.45% across the year, an increase of 4.75%. The Basketball academy also saw a rise in participation of disadvantaged students rising from 17% to 21% in the last academic year.

From reviewing the data, although there has been some more uptake in extra-curricular activities from last year, there should be a continued focus on supporting the continued engagement of students into the range of extracurricular opportunities that are available to the academy and promotion of support and funding that can be accessed externally to allow them to participate.

Actions moving forwards are to ensure we continue to monitor and embed the strategies above ensuring that all staff have an awareness of them and access to the needed resources to develop a culture around championing our disadvantaged students to achieve what we have set out in our statement of intent but also prepare them with the skills and knowledge for when they leave the academy.

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
Urban Pursuit	
Leading Lights	
NAOS	
Impact Mentoring	
SGSE	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.

- offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award, EnrивonMET), will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- P7 homework support. Designed to set standards and expectations of homework completion to become independent learners
- MET Mastery is extracurricular provision within our timetabled lessons for years 7-8. This is a chance for students to try something new and explore new skills. Offers for this change yearly (dependant on the staff available), although have included: Mindfulness, rugby, Eco club, netball, cheer, drama, photography, poetry, film club.
- Reward trips offered to encourage strong and consistent punctuality and attendance. This is being developed further to build and maintain further links with families and communities.