



Pupil Premium Statement – February 2021-2022

Pupil Premium Impact Statement

Overview

- The Academy was allocated £955 per Pupil Premium student
- In the academic year 2021-2022 the Academy was allocated a total **£219,650.00**

Profile of Cohort 2021-2022

| | Number | Percentage of Cohort |
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| Students on roll | 672 | 100% |
| Pupil Premium students | 235 | 34.2% (of total cohort) |
| Higher Prior Attaining (HPA) Pupil Premium students | 63 | 27.3% (of total Pupil Premium students) |
| Middle Prior Attaining (MPA) Pupil Premium students | 104 | 45.2% (of total Pupil Premium students) |
| Lower Prior Attaining (LPA) Pupil Premium students | 51 | 22.1% (of total Pupil Premium students) |
| Pupil Premium students with EHCP | 9 | 0.39% (of total Pupil Premium students) |
| Looked after children | 0 | 0% |
| Previously looked after children | 7 | 1.04% (of total cohort) |

Benchmark September 2021

Literacy:

- There were 18 Pupil Premium students in Year 7 who have reading ages below their actual age.
- There were 22 Pupil Premium students in Year 8 who have reading ages below their actual age.
- There were 21 Pupil Premium students in Year 9 who have reading ages below their actual age.
- There were 21 Pupil Premium students in Year 10 who have reading ages below their actual age.

Numeracy:

- We assessed students in Year 7 using the Maths Progress Test to identify those that are working significantly below expected.
- There are 27 Pupil Premium students in Year 8 with a Maths Progress Test score that was significantly below expected (SAS Score 95 and below) when they were initially tested in September 2020.
- There are 11 Pupil Premium students in Year 9 with a SATS Maths score significantly below expected (Scaled Score 95 and below).
- There are 13 Pupil Premium students in Year 10 with a SATS Maths score significantly below expected (Scaled Score 95 and below).

Attendance:

- 23 Pupil Premium students in Year 8 had attendance rates lower than 95% last academic year.
- 38 Pupil Premium students in Year 9 had attendance rates lower than 95% last academic year.
- 37 Pupil Premium students in Year 10 had attendance rates lower than 95% last academic year.

Student Wellbeing

The Academy has identified groups of students across Years 7-10 who need additional Pastoral support or support with emotional literacy.

- 8 Year 7 Pupil Premium students receive additional support from the Academy's Learning Support Mentor
- 8 Year 8 Pupil Premium students receive additional support from the Academy's Learning Support Mentor
- 10 Year 9 Pupil Premium students receive additional support from the Academy's Learning Support Mentor
- 6 Year 10 Pupil Premium students receive additional support from the Academy's Learning Support Mentor

In addition, the Academy has engage with the Anna Freud National wellbeing survey – this indicated that students were below national benchmarks for emotional regulation, family support and life satisfaction. (Jan 22)

Additional Emotional Literacy:

- Professional Learning Coach - 9 Pupil Premium students across Years 7-10 are accessing this support
- Confidential Counselling Service – 13 Pupil Premium students across Years 7-10 are accessing this support
- Art/Play Therapy – 7 Pupil Premium students across Years 9 and 10 are accessing this support

Pupil Premium Strategy Review to date - Academic Year 2021-2022

Below sets out Bolder Academy’s strategy for the academic year 2021-2022 and its evaluation of the impact of this strategy for Pupil Premium spend in the academic year 2021-2022. The table also identifies the activity cost, expected outcome as well as the Education Endowment Trust (EEF) analysis of such activities and interventions.

The analysis from the EEF indicates how strong the evidence is to indicate that the activity is impactful. 1 is the lowest score and 5 is the highest. The indicator also shows how many months progress a student is likely to make if they participate in the activity.

| Activities | Cost | EEF Indicator: Evidence and Months | Expected outcome at start of academic year 2021-2022 | Impact of actions - evlauated mid year in Feb 2021 |
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| Secure across the Academy, high quality of Teaching, Learning and Assessment | | | | |
| Employment of primary specialist to support literacy and transition | £17,400 | 2/5 5 months | A specialist trained primary school teacher leads the Year 6 into Year 7 induction programme and supports students as they transition into secondary school. This staff member also oversees the planning, staff training and running of phonics based literacy interventions to support students that have a reading age that is significantly below expected. | The Academy’s Transition Lead has developed a strong induction programme for the current Year 7 cohort and Pupil Premium students have benefitted from a thorough transition that has supported their development from Key Stage 2 into Key Stage 3. There has been a focus on the lowest 20% of readers and how quality first teaching can ensure that good progress is made. The Academy’s Transition Lead is working alongside the Literacy Co-ordinator to ensure that all staff across the Academy are developing the skills and strategies required to support Low Prior Attaining Year 7 Pupil Premium students in lessons. |

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| <p>Additional Literacy support for Pupil Premium students.</p> | <p>£37,938</p> | <p>2/5 4 months</p> | <p>Students identified as needing additional support follow an intensive phonics and comprehension based intervention: Fast Track Read, Write, Inc. These students are assessed at the start of the intervention and by establishing smaller intervention groups with a Literacy focus, teaching can be further adapted to fully meet the needs of the learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff. Students also have access to a specialist dyslexia teacher if required.</p> | <p>In the Autumn Term, 43 Pupil Premium students across Years 7-9 were targeted by the intensive phonics and comprehension based intervention: Fast Track Read, Write, Inc. Programme. Results from the last STAR Reading test data shows that in the first 10 weeks of this intervention, half of these students have made higher than expected levels of progress. We also use Accelerated Reader to monitor the engagement in reading for pleasure with Pupil Premium students and track the engagement that these students have. Moreover, both of the Pupil Premium students that have been having 1:1 support from the Academy's Dyslexia teacher have also made higher than expected levels of progress.</p> |
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| Bespoke programmes identified to support Pupil Premium High Prior Attainers. | £14,834 | 2/5 4 months | Students are coached by staff through a programme that is overseen by the Lead Practitioner for High Prior Attainers. Additional enriching curricular opportunities are on offer e.g.: teaching of Latin and Ancient Civilization. The students will be exposed to further opportunities and experiences to develop their self-esteem and future aspirations. | The Academy's HPA coaching programme is now underway. The Lead Practitioner has targeted 27 Pupil Premium students across Years 7-10 and has identified a need to focus on building resilience and self-esteem in coaching sessions. These sessions support the students with their academic progress and provide KS4 students opportunity to discuss careers and explore future aspirations. The 10 HPA Pupil Premium students in Year 10 will have had at least one coaching session with their coach by the end of this term. Specific targets to support them with their academic progress are set and monitored. One Pupil Premium student in Year 10 is going to be part of a group mentoring project led by an associate solicitor from Fried Frank. |
| Additional Maths support for Pupil Premium students. | £31,364 | 3/5 5 months | The Maths curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff and allows for small group teaching by subject specialists. | Personal Development sessions have been used to target approximately 50 Pupil Premium students in Maths each term. This support allows for subject teachers to work with small groups of students of varying ability to help them to consolidate key skills or to stretch and challenge high prior attaining students. There are also 3 Pupil Premium students out of a group of 11 students that are accessing additional support through the Year 7 Sky Numeracy Programme. |
| Additional English support for Pupil Premium students. | £44,683 | 3/5 5 months | The English curriculum intervention programme at Bolder is high quality and suits the needs of its learners. It supports learners to achieve at least good outcomes and make excellent progress. The programme is delivered by a teaching member of staff and allows for small group teaching by subject specialists. | Across all year groups, students that require additional support can be taught in a small-group setting. These students have grown significantly in confidence in this 'safer' environment and feel able to articulate their responses in front of their peers. Work can be specifically tailored to meet the needs of these students and teachers can focus on core skills to help close the attainment gap. The recent Key Stage 3 data for English shows that Pupil Premium students are performing in line with their peers. |

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| Teaching Assistant support in-class, small group and 1:1 support. | £6,509 | 3/5 4 months | Secure progress for all students through effective in-class, small group and 1:1 support. Teaching Assistants will work under the supervision of specialist staff to deliver effective support to students in both academic and pastoral contexts. This will have a highly positive impact on student progress, emotional wellbeing and confidence. | Teaching Assistants have been deployed to support students in-class, as well as to support students through 1:1 mentoring. In-class support has focused on those Pupil Premium students who require a reader and/or a scribe during lessons or those students with SEMH needs who may need to take a movement break. There has been an increase in Pupil Premium students who have struggled to manage anxiety in school and having additional support for these students has had a positive impact. Creating smaller groups in the morning for Personal Development sessions and 1:1 mentoring has shown a positive impact on attendance. |
| Additional EAL support for Pupil Premium students. | £6,396 | 4 months | A specialist EAL teacher leads the whole school induction and intervention programme for students with EAL. Students access 1:1, in-class and small-group support to help them to understand and be able to use the language of the curriculum and to make accelerated progress. | The EAL teacher has been working with students on reading, spelling and vocabulary acquisition. This runs alongside work on supporting the students' understanding of British culture and values. Sessions incorporate topics such as Shrove Tuesday, Bonfire Night, Easter and World Book Day, as well as embedding subject terminology that will help students to access mainstream lessons and make higher levels of progress. |
| Music lessons with peripatetic music teachers | £2,500 | 1/5 3 months | Pupil Premium students have access to subsidised peripatetic music lessons. Students have the opportunity to learn a range of instruments including guitar and drums. | Pupil Premium students have been encouraged to take up and explore a range of different musical mediums through subsidised lessons. Some of these include singing lessons and drum lessons. At Christmas, a number of our Pupil Premium students took part in the Bolder Showcase and performed live in front of a small audience of teachers, parents/carers and fellow students. |
| Homework club for Pupil Premium students. | £932 | 2/5 5 months | Students access support with the completion of homework. Students become better organised, more independent and are able to meet deadlines. | After school homework club has created a purposeful space where students can come and work after school. This provides support for those students with barriers to learning as well as a quiet space with necessary resources for those who need it. This has led to improved organisational skills and a reduction in detentions for a number of students. |

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| | | | | Some students have relished this additional support and this is evident in the effort and pride they now take in their work. |
| Summer School to support Pupil Premium students between Year 6 and 7. | £4,350 | 3/5 3 months | Students can attend summer school during the summer holidays. All sessions are delivered by school teaching staff or pastoral managers. Support staff are also available to work with the students that require additional emotional literacy intervention. | The summer school was successful last year and the students that attended gave positive feedback. This year, the Academy is implementing the 'Stepping Stones' Programme to help support some of the most vulnerable Pupil Premium students as they transition from Key Stage 2 into Key Stage 3. Bolder is working closely with the Head teachers from a number of local primary schools to ensure that the right students are targeted. |

| Personal development, wellbeing and behaviour | | | | |
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| Access to a confidential school counsellor for Pupil Premium students. | £4,200 | 4/5 3 months | Wellbeing is supported through 1:1 confidential counselling sessions. Impact is monitored through the scores for any wellbeing surveys completed. Students can self-refer to the counselling service and request additional sessions if they require further support. | 13 Pupil Premium students across Years 7-10 have currently accessed support from the Hounslow Youth Counselling Service this academic Year. All of these students have said that they find the support that they gain from the sessions valuable and that they help them to manage feelings of anxiety or low mood. Four of these students have had sessions previously and have requested that they be re-referred as they find the support beneficial. |
| Speech and Language Therapist support for Pupil Premium students. | £7,000 | | Students access 1:1 and small-group support from a trained Speech and Language therapist. Strategies are shared with students, staff and parents to support learning in the mainstream classroom. Students are also supported to develop social skills and improve social communication. | 40 Pupil Premium students across Years 7-10 are currently receiving support for Speech and Language. Eight of these Pupil Premium students have an EHCP. The Speech and Language therapist has set specific targets for each student and these are reviewed and outcomed every term. We have also employed a trained Speech and Language Assistant who works with some of the students and delivers the programmes that have been planned by the therapist. This has created additional capacity. There have not yet been any Pupil Premium students discharged from Speech and Language therapy but student progress is under ongoing review. |
| Educational Psychologist support for Pupil Premium students. | £3,600 | | Students, staff and parents/carers are given strategies to support learning. Students can also be assessed to identify any underlying learning needs. | 3 Pupil Premium students have been referred to our Educational Psychologist (EP) for additional support. The EP has been working with staff and parents/carers to help develop strategies that can be used both at home and in school. |
| Bespoke wellbeing programmes through social and emotional learning support for Pupil | £1,317 | 4/5 4 months | Students who have been identified as being at risk or vulnerable through wellbeing survey receive small group or 1:1 emotional literacy support. This includes professional mentoring and coaching programmes, as well as therapeutic opportunities such as art therapy. | There has been a significant investment in social and emotional support, especially for Pupil Premium, in the form of buying in external agencies and resources who have been able to provide more focused, personalised support. This year, we have implemented a professional Play Therapist to support some of our students with |

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| Premium students. | | | | social communication difficulties. Over 75% of the students that are accessing this service are Pupil Premium. All of these student have engaged regularly with the sessions and feedback has been overwhelmingly positive. There has also been an improvement in the attendance of the students that have had multiple sessions. We have also opened the Compass: a student support area which is fully staffed throughout the day. 34 of our Pupil Premium students regularly make use of this space. It opens at 8.00am and offers a breakfast club where vulnerable students can have a positive start to the day, |
| Additional attendance support for Pupil Premium students. | £770 | 4/5 0 months | Students become better organised and punctuality and attendance improves. Students are monitored and regular contact is kept with parents. | 74 of our Pupil Premium students are classed as Persistent Absentees (<90% attendance), which is 31% of the total number of PP students. This year we have employed an Attendance Officer who supports the Pastoral Team in chasing up non-attenders and establishing strong relationships with students and their families. This has helped to chase up attendance issues much more quickly as Pastoral Managers can invest the time to get to the root causes of poor attendance. Our Attendance Officer is developing an effective system to monitor attendance, communication with parents/carers, as well as developing an even closer working relationship with our EWO. |
| Additional Pastoral support for Pupil Premium students. | £25,000 | 3/5 8 months | Members of the Pastoral Team support through child centred pastoral plans and deliver a programme of mentoring/coaching for students identified as requiring additional pastoral support. | The hiring of an additional Pastoral Manager at the start of the year has ensured that students receive high levels of pastoral support. This Pastoral Manager comes with experience of working closely with students and developing in-depth support plans. We have also recently employed a Learning and Behaviour Support Mentor who has been working 18 of our most vulnerable Pupil Premium students. He works with these students 1:1 but also supports them in lessons and works with subject teachers to help develop positive relationships with them. The impact of these mentoring sessions will be reviewed at the end of this |

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| | | | | term. A professional learning coach is also running small group and 1:1 sessions with students. This has been very well-received by students and feedback so far has been consistently positive. |
| Alternative Provision: Early Intervention Programme support for Pupil Premium students. | £11,500 | | Positive attitude from students and growing engagement in lessons. Students have access to small-group teaching from a subject specialist and weekly professional mentoring and therapeutic input such as trips to Jamie's Farm. | 6 Pupil Premium students have accessed support from a three different local alternative provision settings. All of these settings have been rated good or higher by OFSTED. The feedback from the students and their families has generally been very positive. Each setting was chosen carefully to meet the needs of the individual student rather than adopting a 'one size fits all' model. One of these students is currently undergoing assessment for an Education Health and Care Plan following a request from the SENDCO at Bolder Academy. Welfare checks are completed every half term following the lifting of restrictions. |

Internal Assessment Headlines

English

Key Stage 3 English:

The data shows that Pupil Premium students are generally working in line with their peers. Pupil Premium students in Year 8 are doing particularly well in English. The department are continuing to develop strategies around 'Talk for Writing' as the students need to develop the skill of essay writing. Staff have made great strides in the use of model answers across the department. Students need continued support in embedding contextual knowledge into their longer responses too, and using this knowledge to reflect on its impact on the text as a whole.

Key Stage 4 English:

The data shows that Pupil Premium students across Year 10 are currently underperforming in relation to their peers. Department co-planning time will be used to work on scaffolding and differentiation. The gap has between Pupil Premium and non-Pupil Premium has been closed at KS3 so this will be the focus for KS4. The department are going to provide additional revision materials that Pupil Premium students can keep and take home.

Maths

Key Stage 3 Maths:

The progress of Pupil Premium students across Years 7 and 8 is an area for development. The department have clearly identified the skills and the knowledge that they need to continue to work on with the students. Department workshops have been planned with a clear focus for each week and there is going to be more work done to support continued co-planning. The department have invested in Mathswatch and MyMaths to support pedagogy, lesson planning and homework tasks.

Key Stage 4 Maths:

Pupil Premium students in Year 10 are performing well and the gap between them and their peers has almost closed completely. Currently 66% of non-Pupil Premium students are on or above target in contrast to 61% of Pupil Premium students are on or above target. The department will continue to use the '5 a day' Corbett Maths questions which support retrieval and exam question practise and consolidation that supports ongoing assessment and informs teaching and planning. Specific students have also been targeted for support through intervention delivered during Personal Development.

Science

Key Stage 3 Science:

Pupil Premium students in Year 7 are doing particularly well in Science and the data shows that Year 7 Pupil Premium students are outperforming non-pupil premium students with 81.8% of Pupil Premium students on or above target compared to 70% of non-pupil premium students. In Year 9, a slightly higher percentage of Pupil Premium students are below target compared to non-Pupil Premium students. Year 8 is an area for development. Pupil Premium students are underperforming compared to non-Pupil Premium.

Key Stage 4 Science:

Year 10 Pupil Premium students across both double and triple Science, are doing well and are performing in line with their peers. Assessment for Learning (AfL) will continue to be a departmental focus with increased use of whole class AfL and use of mini whiteboards so that misconceptions can be identified and support put in place. Practical questions will be embedded into Short Answer Tests (SATs) and Health Checks across the cycles to ensure students get the opportunity to practise and consolidate the skills required for application questions.

Geography

Key Stage 3 Geography:

The data shows that Pupil Premium students are generally working in line with their peers. However, there are marginally fewer Pupil Premium students who are working above their target grade in Years 7 and 8. The department also plans to focus on the progress of Pupil Premium students in Year 9. Some students are struggling to apply the extended writing skills they have completed in lessons and health checks to new questions in Assessment for Excellence.

Key Stage 4 Geography:

The data shows that Pupil Premium students across Year 10 are currently underperforming in Geography in relation to their peers. Analysis of the assessment results indicate that work needs to be done on assessment objectives 3 and 4. Content relating to 'Urban Futures' will be

embedded into Quiz Its and homework. Specific students will be targeted through questioning in lessons and opportunities for after school tuition.

History

Key Stage 3 History:

The progress of Pupil Premium students was identified as a strength across Key Stage 3 in History. Students in Year 7 are doing particularly well.

Key Stage 4 History:

The data shows that Pupil Premium students across Year 10 are currently underperforming in History in relation to their peers. Female students have been identified as a particular group that will require additional support, however there is a higher number of female students across the cohort as a whole. Further knowledge and understanding of Content is going to be delivered through Quiz Its and the development of a Quiz It booklet. The department is going to ensure that model answers are always provided and analysed and teachers will mark work live in front of students.

Culture and Society (Key Stage 3 only)

Across Key Stage 3, Pupil Premium students are generally performing in line with their peers. Where students have been identified as underperforming, they will be targeted through team teaching opportunities. Support and stretch groups have also been created for students below target. Parents have been contacted making them aware and asking for extra support/encouragement. The department are in the process of making flash cards for some students which will be given out so that students can practice these too. Lunchtime and after/before school opportunities are also available.

Computing

Key Stage 3 Computer Science:

The progress of Pupil Premium students was identified as a strength across Key Stage 3 in Computing. Students in Year 7 are doing particularly well. Kahoot is used to help revise and consolidate key terms and knowledge and these have been particularly successful with Year 7 students. As Key Stage 3 is structured as a mastery curriculum, many of the topics are revisited year on year before being built upon.

Key Stage 4 Computer Science:

The data shows that there are a similar number of Pupil Premium and non-Pupil Premium students that have achieved their target grades in Computer Science. However, this is a significantly higher number of non-Pupil Premium students that are working above target. There is a direct correlation between homework and general performance but this is being targeted and workshops are being offered to help minimise some of these gaps. Opportunities to recap definitions and concepts will be regularly used in questioning. For example, when programming, students will be asked to define variables and constants (a weaker topic in the exam) or to explain the errors. So far this is proving to have an impact and therefore will continue.

French

Key Stage 3 French:

The data shows that Pupil Premium students are marginally underperforming in relation to their peers in French. Across Years 7-9 63% of Pupil Premium students are currently achieving on or above their target grades in contrast to 71% of non-Pupil Premium students.

Key Stage 4 French:

Pupil Premium students in Year 10 are generally in line with their peers. The department is now ensuring that there are more authentic listening activities integrated throughout the lessons each week. Listening activities have already been made part of student's homework. Furthermore, we have introduced a speaking booklet with GCSE questions to help students improve their skills and gain more confidence in this area. Targeted students have one-to-one sessions during lessons that are team taught which allows for personalised feedback and next steps to be given to the students.

Drama

Key Stage 3 Drama:

Pupil Premium Students in Years 7 and 8 are performing marginally below their peers. The skills and knowledge that the students require has been identified. Year 7 will focus on more work around staging and movement skills. Year 8 require support with rehearsal skills and this will be embedded through further Health Checks and SATS focused on rehearsals. Year 9 Pupil Premium students are doing marginally better than their peers. There will be a focus on clear outcomes when it comes to using explorative strategies in lessons and more opportunity to perform/feedback.

Key Stage 4 Drama:

The data shows that Pupil Premium students across Year 10 are marginally underperforming in Drama in relation to their peers. Producing written responses has been identified as an area for development. To support student progress, more differentiated tasks for written work and writing frames will be provided to help develop students' written answers. The department will ensure that students make consistent use of their exercise books to make notes and specific homework tasks will be set to consolidate learning in lessons.

Physical Education

Key Stage 3 Physical Education:

Pupil Premium students in Year 7 are doing particularly well in PE and the data shows that Year 7 Pupil Premium students are outperforming non-pupil premium students with currently 66% of Pupil Premium students on or above target compared to 55% of non-pupil premium students. Across Year 8, Pupil Premium student are generally in line with their peers. Year 9 is an area for development. The department is going to track and monitor engagement of after school clubs especially in Year 9 and find ways to promote clubs to increase participation of this year group, particularly the females. Components of fitness will be addressed through Quiz Its and Health Checks.

Key Stage 4 Physical Education:

Pupil Premium students in Year 10 are outperforming non-Pupil Premium students. These students are demonstrating strengths in knowledge such as reasons people exercise and take part in physical activity, the skeletal system structure and function and the cardiovascular system – its structure and function.

Key Stage 4 Sports Science:

Pupil Premium students are currently underperforming in relation to their peers. SMART Targets to be addressed in the final Lesson Objective (LO4) and once finished students will reassess their target. Prep to be set on training methods. Lesson content to be retaught after RO45, timing of RO45 can be altered to accommodate this. Lunch time sessions will be offered by the department to support students.

Art and Design

Key Stage 3 Art and Design:

Pupil Premium students in Year 7 are doing particularly well in Art and the data shows that Year 7 Pupil Premium students are outperforming non-pupil premium students with 73% of Pupil Premium students on or above target compared to 57% of non-pupil premium students. Across Year 8, the data shows that there are a similar number of Pupil Premium and non-Pupil Premium students that have achieved their target grades in Art. However, this is a significantly higher number of non-Pupil Premium students that are working above target. In year 8 facial proportions will be heavily incorporated into a personalised year 8 quiz it to continue this. Year 9 will focus on key skills needed for GCSE focusing heavily on artist research and response, as well as individual development of ideas and presentation. The targeted children will be monitored from AFL and teacher feedback in class. Where possible team teaching will allow for focus groups to target motor skills and tonal skills.

Key Stage 4 Art and Design:

Pupil Premium students are underperforming in relation to their peers. Portfolio will be worked back into with recovery lessons- targeting response to artist work and observational drawings. New project will work to the strengths of the pupils and allow further development of outcomes. Targeted students will be invited into school for an additional intervention day.

Design and Technology

Key Stage 3 Design and Technology:

Pupil Premium students across Years 7 and 8 and underperforming in relation to their peers with more students obtaining Beginning-Developing grades compared to all students. A number of these students have struggled to get higher grades in the practical side of the Assessment for Learning tests. To address this, it is already a department focus to create scaffolded resources that can support students, as well as stretch and challenge HPA students. For areas for development for knowledge, prep will be utilised to embed a regular routine of knowledge retrieval. This will be done through the use of google form and Show My Home Work quizzes as well as Quizlet flashcards. The latter will enable teachers to keep track of each class and which terms they have mastered or not. Those that have not will then be included in the following week's quiz it.

Key Stage 4 Design and Technology:

Pupil Premium students in Year 10 are underperforming in relation to their peers. The current project is a chance for students to be more creative through completing AO2 of a practice NEA. Iterative design is a key component needed to gain top marks and as a result avoiding design fixation will be a natural focus when delivering this project. Afterschool sessions will be available to support students on Tuesdays and Thursdays to continue with practical work or their practice coursework. Contacting home to advertise these sessions will increase attendance.

Food Technology

Pupil Premium student in Year 10 are generally performing in line with their peers in Food Technology. All students have performed and improved in the designing and creating dishes to the specification and building up knowledge and key skill using the correct equipment when creating dishes. Students have been able to understand and gain knowledge on various ingredients and food types and what occurs during the cooking process. Afterschool/lunch time sessions will be available to students on Monday and Tuesday to continue with practical work or their practice coursework.

Key Stage 4 Graphic Design:

Pupil Premium students in Year 10 are underperforming in relation to their peers. This term we will start a new portfolio where we will focus on different aspects of the curriculum so that students will be skilled enough to complete an externally set assignment. This project has been tailored to the class so that gaps in their practical skills can be filled. The majority of the writing will be on the computer to help with their layout and presentation skills. Moreover, targeted intervention sessions will be held during Tuesday, Thursday and Friday Personal Development for small groups (maximum 4 students) to provide tailored help for the those that are underperforming.

Key Stage 4 Citizenship:

Year 10 pupil Premium students are underperforming in relation to their peers in Citizenship. Currently, 68% of Pupil Premium students are on/above target in comparison to 79% of non-Pupil Premium students. Explanation/skills to be targeted in tasks with more challenge in oracy/extended writing and opportunity for more extended writing tasks will be built into lessons. Homework tasks to be targeted for underperforming students. For example, the use of retrieval grids to focus on difficult concepts or areas of weakness that have been identified.