

## Pupil premium strategy statement: The George Eliot Academy

*Before completing this template, you should read the guidance on [using pupil premium](#).*

*Before publishing your completed statement, you should delete the instructions (text in italics) in this template, including this text box.*

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	George Eliot Academy
Number of pupils in school	813
Proportion (%) of pupil premium eligible pupils	35
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2025
Date this statement was published	November 2023
Date on which it will be reviewed	Dec 24 – Jan 25
Statement authorised by	Homeira Zakary
Pupil premium lead	Siobhan Brimacombe
Governor / Trustee lead	

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£284,100
Recovery premium funding allocation this academic year	£77,142
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£361,242

# Part A: Pupil premium strategy plan

## Statement of intent

At the George Eliot Academy, our intention is to enable all pupils to develop their character and make good academic progress, regardless of their background or the challenges they face. Our ultimate objective is that no child is left behind socially or academically because of disadvantage. We strive to remove barriers to learning while building lifelong aspirations and narrowing the attainment gap between disadvantaged pupils and their non-disadvantaged peers.

Our pupil premium strategy focusses on facilitating this goal for our disadvantaged pupils. We work closely with the United Learning Trust. Our curriculum, both academic and extra-curricular is rich in breadth and depth and designed to support all to ***Aim for Excellence***. It is underpinned with our Star Values, supporting pupils to be: self-disciplined; have tenacity, ambition and be responsible learners. This compliments our family ethos and a culture of high expectations.

Our pupil premium strategy aims to address the main barriers that our pupils' face through careful planning, rigorous tracking and targeted support and interventions.

To achieve our objectives, we will focus on the following:

- A continued pursuit to improve the quality of teaching and learning to ensure that every pupil makes expected progress
- A relentless drive to provide staff with high quality personalised CPD
- Pastoral support to improve attendance
- Targeted intervention and support to address identified gaps in attainment and learning
- Opportunities for all pupils to participate in enrichment activities
- The provision of appropriate pastoral support to develop social, emotional and mental health well-being
- A commitment to ensure that our pupils can access learning within and beyond the classroom

The key principles of our strategies are as follows:

We will ensure that effective teaching, learning and assessment meets the needs of our learners. We will identify pupils who need additional support and provide them with effective intervention. Alongside academic support, we will ensure that pupils who need extra pastoral support have their needs met from appropriately trained adults. We will also ensure that learning outside of the classroom is catered for through enrichment activities and access to high quality out of class provision.

As a school, we follow strategies identified by the EEF ensuring that researched based quality teaching with regular feedback is central to all of our work.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>Academic Progress and Outcomes</b></p> <p>Reduce the attainment gap between our disadvantaged pupils and our non-disadvantaged pupils</p> <p>2023 key stage 4 data has revealed that the gap between disadvantaged and non-disadvantaged pupils has widened this year. Validated Progress 8 data for disadvantaged pupils is at -0.79 compared to non-disadvantaged P8 +0.18. The whole school progress is -0.14</p> <p>Progress of girls is: Non-disadvantaged +0.29 v disadvantaged -0.66 Progress of boys is: Non-disadvantaged +0.06 v disadvantaged -0.95</p> <p>Overall results for subject groups:</p> <ul style="list-style-type: none"> <li>• Maths P8 non-disadvantaged +0.23 v disadvantaged -0.73</li> <li>• English P8 non-disadvantaged -0.03 v disadvantaged -1</li> <li>• EBacc P8 non-disadvantaged +0.14 v disadvantaged -0.87</li> <li>• Open bucket P8 non-disadvantaged +0.31 v disadvantaged -0.61</li> </ul>
2	<p><b>Literacy</b></p> <p>To ensure all disadvantaged pupils have reading ages that mean they can access the curriculum in its entirety</p>
3	<p><b>Technology and Home learning</b></p> <p>Disadvantaged pupils are significantly less likely to be able to access technology and the internet.</p> <p>Homework is set on-line meaning that completion rates are lower for the majority of disadvantaged pupils compared to their peers; this reduces their out of school learning.</p> <p>These pupils are spending less time on knowledge recall and application than their peers. This means they have less opportunity to improve the storage strength and mastery of new learning</p>
4	<p><b>Economic barriers</b></p> <p>Ensuring our families have adequate uniform, food, transportation, and learning materials such as revision guides as these are on-going barriers that have further increased due to the current economic crisis</p>
5	<p><b>Behaviour/Safeguarding and Well-being</b></p> <p>Our monitoring continues to show on-going mental health issues.</p> <p>This is partly driven by concern about catching up on lost learning and the continuing effects of the current economic crisis. These challenges particularly affect disadvantaged pupils, including their attainment</p> <p>For 2022-23, 39% of school counselling appointments were for disadvantaged pupils</p>
6	<p><b>Attendance and Persistent Absence</b></p> <p>Attendance data for disadvantaged pupils is lower than non-disadvantaged pupils. Persistent absence is also higher for disadvantaged pupils</p>

7	<p><b>Lack of aspiration and building cultural capital</b></p> <p>Pupils from disadvantaged backgrounds often do not have access to the same opportunities as their peers. At the heart of George Eliot Academy's ethos is the belief that all pupils should have the same opportunities inside and outside of the classroom. We will ensure all disadvantaged pupils are afforded the opportunity to attend the trips and visits that they would like to go to. (cultural experiences)</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
<b>Improved attainment of disadvantaged pupils in line with FFT targets in external exams and in line with their peers in Years 7-10</b>	<ul style="list-style-type: none"> <li>No gap when you compare disadvantaged pupils to non-disadvantaged pupils with Attainment 8</li> <li>No disadvantaged versus non-disadvantaged national BASICS 4+/5+ gap in Year 11</li> <li>Years 7-10 internal assessment data show disadvantaged pupils are achieving in line with their peers</li> </ul>
<b>Improved literacy levels so that disadvantaged pupils have a reading age at or above their chronological age and reading comprehension is in line with their peers. This in turn means that they have better access to the curriculum</b>	<ul style="list-style-type: none"> <li>Reading assessments demonstrate the number of pupils reading below their chronological age decreases</li> </ul>
<b>Pupils have no technology barrier Homework completion for disadvantaged pupils is in line with their peers</b>	<ul style="list-style-type: none"> <li>There are no barriers to accessing and completing homework</li> <li>There is time and space in school, outside of the normal school day for pupils to access and complete homework, if needed</li> <li>There is targeted and timely intervention to support pupils who do not complete homework to help remove barriers</li> <li>Parents are given support and guidance for on-line platforms</li> </ul>
<b>Targeted support for our families through the economic crisis meaning a lack of funds is not as great a barrier to learning</b>	<ul style="list-style-type: none"> <li>All pupils are in uniform</li> <li>All pupils have basic equipment and revision resources</li> <li>There is a reduction in the number of pupils with uniform/equipment concerns</li> <li>Period products, food vouchers and support are accessible</li> <li>Disadvantaged pupils are able to access and utilise tuition and support</li> <li>The school supports access to enrichment and cultural capital experiences</li> </ul>
<b>To reduce demerits and suspensions for behaviour</b>	<ul style="list-style-type: none"> <li>Continued support for pupils with our school pastoral systems</li> </ul>

<b>To improve the wellbeing for all pupils, including those who are disadvantaged</b>	<ul style="list-style-type: none"> <li>• Reduction in suspensions and other behaviour sanctions</li> <li>• Behaviour and reward data is proportionate</li> <li>• An increase in attendance to extra-curricular activities, particularly for disadvantaged pupils</li> <li>• Implementation and delivery of character curriculum</li> </ul>
<b>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</b>	<ul style="list-style-type: none"> <li>• The overall absence rate for all pupils being no more than national average</li> <li>• The attendance gap between disadvantaged pupils and their non-disadvantaged peers is further reduced</li> </ul>
<b>To improve aspiration and access to activities that build 'cultural capital.'</b>	<ul style="list-style-type: none"> <li>• All pupils have access to a varied curriculum</li> <li>• To ensure that pupils understand the importance of culture capital</li> <li>• To ensure that all disadvantaged pupils gain experiences and understanding to build cultural capital</li> </ul>

## 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: £ 154,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Additional teaching groups and support in English and Maths and the mentoring of these staff.	<p>Maths Teach First - Maths continues to be a difficult area to recruit to.</p> <p>Primary transition teacher to work primarily in English and support our struggling readers.</p> <p>EFF and Hattie's research suggest a smaller class group can have a positive impact since it allows frequent feedback.</p>	1,2,6
CPD for all teachers on research-led strategies that improve teaching and learning. This includes visits to other United Learning schools.	<p>The DfE (2016) said that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Leadership should prioritise CPD.</p> <p>Subject knowledge within the classroom is vital and staff are given the space and time to collaborate and plan their curriculum.</p> <p>The school follows the work of Rosenshine and TLAC.</p> <p>Lesson drop-ins by SLT and subject leads focusing on whole school improvement.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	1,2

	Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. High quality, regular feedback has very high impact for very low cost based on extensive evidence <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</a>	
Rank Order Assessment as a driver for attitude to learning and academic performance in lessons.	Data manager to analyse and present the data so that pupils can understand their own performance and target how to improve.	1,2,7
AAP in charge of improving disadvantaged pupils	Senior Leaders with responsibility for the quality of education of disadvantaged pupils means there is accountability that is driven through all middle leadership to ensure progress of this group across school. AP links with VP for outcomes and is line managed by Principal.	1,2,7
VP leading on attendance	Senior Leaders with responsibility for the quality of education of disadvantaged pupils means there is accountability that is driven through all middle leadership to ensure progress of this group across school. VP leads the school's attendance strategy and is line managed by Principal.  <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1,4,5,6
Literacy coordinator in charge of literacy to improve the quality of education and literacy for our disadvantaged pupils -Purchase NGRT tests to measure reading ages -Sparx Reader -Lexonik Leap -Lexonik Advanced -Oracy framework -Tutor time programme	It is vital that pupils have a reading age at or above their chronological age. Literacy is a barrier to success. The DfE publish yearly statistics showing how many sixteen year olds fail to achieve the benchmarks.  <a href="https://educationendowmentfoundation.org.uk/Improving-Literacy-in-Secondary-Schools">Improving Literacy in Secondary Schools   EEF (educationendowmentfoundation.org.uk)</a>	1,2,3,7

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: 119,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to receive additional support when required through Literacy and academic targeted Interventions.	<p>Progress coaches are adults who support in the classroom, or provide targeted interventions, which are delivered out-of-class.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</a></p> <p>Key staff to mentor and work with identified pupils in small groups on their gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p>	1, 2, 3,5,6,7
Heads of Year to provide academic mentoring and support to key pupils in years 7-11	<p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. The Head of Year will use their role to mentor pupils to support them to, 'Do the Right Thing,' and attend the interventions relevant to them. They will also monitor attendance and support with interventions, monitor the completion of homework and work with stakeholders to overcome barriers to learning.</p> <p>Short regular sessions are shown to have an impact. Data will be used to identify under performance.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	1,2 3,4,5,6, 7
Careers advice for underperforming disadvantaged pupils and various careers events throughout the year	<p>Our young people are making decisions about their future and navigating this during difficult times with a difficult economy, high levels of youth unemployment and university fees deterring many pupils. This will support pupils to transition effectively and make them aware of the challenges and options open to them.</p>	4,5,7
Increased focus on Seneca, Sparx Maths and Sparx reader as well as classcharts	<p>Good communication with home and a good homework routine can improve pupils' progress.</p> <p>This strategy also supports the schools' drive for improving Literacy and Numeracy.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a></p>	1,2,3
Small group tutoring	<p>Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. This arrangement enables the teaching to focus exclusively on a small number of learners. This will be supported by the National Tutoring Programme.</p>	1, 2, 3, 4

	<a href="https://nationaltutoring.org.uk/">https://nationaltutoring.org.uk/</a>  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a>	
<p>Additional safeguarding and pastoral support.</p> <p>A Pastoral leader focusing on SEMH</p> <p>School Counsellor to manage and assist with external barriers to learning for all disadvantaged pupils</p>	<p>Data shows that pupils with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.</p> <p>Staff CPD on de-escalation and a whole school approach to supporting pupils with a behaviour curriculum follow the strategies founded by the EEF.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</a></p>	1,5,6
<p>Family Liaison and attendance support to drive disadvantaged attendance improvement</p>	<p>Data shows that pupils with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turn impacts progress.</p>	1,5,6



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £53,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Minibus is used to collect pupils and remove barriers for pupils who are not attending school.	We follow DfE guidance. <a href="https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities">https://www.gov.uk/government/publications/school-attendance/framework-for-securing-full-attendance-actions-for-schools-and-local-authorities</a>	1,4,5,6
Uniform expenditure to allow disadvantaged pupils access to the correct uniform if financial issues are apparent	The school serves a demographic with financial issues so it is important to support these families to ensure that uniform is not a barrier.	4
Financial support for school educational trips and visits including Duke of Edinburgh subscriptions, peripatetic lessons, art equipment, food ingredients, class equipment, free reading books and revision guides	Pupils are not limited in what they can access in school due to finances. Barriers are removed and all pupils have equal access to opportunities. <a href="https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf">https://www.childrenssociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</a>	4,5,7
Providing a breakfast club for all disadvantaged pupils with a free breakfast every day and an earlier start. Staffed by our Progress Coaches and Canteen staff.	Evaluation of impact of National School Breakfast programme: <a href="https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme">https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/national-school-breakfast-programme</a>	4.5.6.
A quiet space is offered every lunchtime for pupils to do independent study, meet friends or complete homework.	Research tells us that pupils work better where they have little to no distraction. A quiet place to study is essential and is something we will offer our disadvantaged pupils.	1,2,3,4

**Total budgeted cost: £ 326,000**

## 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.

Our external examination results during 2022/23 show the gap between disadvantaged and non-disadvantaged pupils has widened. However, the gap between learners in the open bucket was slightly better. This was due to architected curriculums with additional resources. Disadvantaged pupils benefitted greatly from this strategy and they had some of their best results in their chosen options.

We were aware that some of our disadvantaged pupils continued to suffer the impact of the pandemic more than their peers. We are confident that the work we did has meant that some of the risks of this were mitigated.

- Support was given to all pupils, to offer a consistent curriculum. Our disadvantaged pupils would frequently have additional barriers and the school increased pastoral staffing to support this.
- Our safeguarding officer and school counsellor continued to support some of our most vulnerable children (including those on CP Plans) with attendance to education provision, writing college applications as well as continued involvement in multi-agency core group and CIN review meetings.
- The school continued to do regular home visits and utilised the minibus to support transportation into school for pupils in a bid to support attendance. 10 disadvantaged pupils regularly made use of the minibus in the academic year 2022-2023 and 3 disadvantaged year 11 pupils were supported to all their examinations. Added to this, we ensure that the parents/carers of all pupils are contacted on the first day of school absence and any subsequent day. The minibus supported us to do regular home visits and have doorstep conversations to work with our hard to reach families.

Our school counsellor reports that 39% of appointments were for our disadvantaged pupils, who regularly use the service for support. 45% of the Chaplain's mentoring and support have been with our disadvantaged pupils. The safeguarding team made 12 referrals to social services and 8 of these were work done with our disadvantaged families.

The school had Ofsted in September 2021 and the quality of education was graded Good. The school continues to focus on improving the Teaching and Learning of pupils and improving outcomes for all. Our progress 8 is currently -0.14, an improvement on previous years. CPD in 2022-2023 focused largely on Cognitive Science and the classroom experience and has set the foundations for the work we are doing this academic year.

A number of appropriate interventions were in place to raise Year 11 outcomes with a focus on disadvantaged pupils. Interventions included regular reviews of data, careful consideration towards curriculum choices and mentoring small groups. Alongside this, the school worked closely with parents and carers to support pupils.

The school supported all pupils with breakfast interventions, exam breakfasts, afterschool interventions and holiday sessions. All disadvantaged pupils in year 11 were given revision guides in all of their subjects.

Year 11 had a supportive offer with regular revision sessions and targeted intervention sessions. 92% of all year 11 attended regularly (5+ sessions). Nearly 50% of our disadvantaged pupils regularly attended after school English and Maths interventions.

All disadvantaged pupils had additional careers and education information guidance and supported in their transition to post 16 destinations.

The school began working with the United Learning Trust in the latter part of the academic year and we have implemented the following:

- New curriculum
  - New approach to whole school assessments
  - NGRT testing
  - Rank order data collection
- This will give the school some valuable data in every year group to measure the impacts of the interventions we do.

All EAL pupils who are also disadvantaged and struggle to access the curriculum due to language barriers had two hours per week with the MFL team to build language acquisition. They had additional reading intervention with the SEND department. Attendance to sessions was over 95%.

Year 10 have had a series of targeted interventions, particularly around mock examinations, in Maths, English and Science.

93.2% of disadvantaged pupils who accessed the school's reading interventions through the SEND or English department made progress on their standardised scores.

RSLs worked mainly with a core group of receptive disadvantaged pupils. Impact included a decrease in lateness to school and lessons, improved engagement in homework and completion rates. All pupils had academic mentoring and all had additional after school support with homework and Literacy. Attendance was a priority focus for the pupils and the mentoring work got pupils back in school and broke down some of the barriers to attending.

We saw a reduction in PA for year 9 (2022-2023) compared to year 8 from 29 of our disadvantaged pupils meeting PA to 23 pupils in year 9. We also saw an improvement in attendance for the year 10 cohort (2022-2023) from 80.91% to 84.93% with PA moving from 33 to 26 for our disadvantaged pupils and this is currently our year 11 cohort.

The number of home visits (using the minibus) for 2022-2023 was 233 with 171 of these (73%) to our disadvantaged families.

Lesson removals compared to the year 2021-2022 have reduced in the year groups 9,10,11 for our disadvantaged pupils. These year groups had stable pastoral leaders and academic mentoring.

Our D of E saw 8 disadvantaged pupils undertake and pass this experience.

5 disadvantaged pupils took up the offer of peripatetic music lessons in school.

## 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
National Tutoring Programme	Third Space Learning
CPOMS (Safeguarding)	CPOMS systems LTD
Edukey	Edukey Education LTD Company 05855261
Class Charts	ClassCharts Company 02017289
Sparx	Sparxmaths Sparx Limited
Weduc	Weduc Ltd
Positive Behaviour Training	TeamTeach
Seneca	Seneca

## 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?	<p>Pastoral support has been increased over the year.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p> <p>Additional revision sessions took place in holiday periods also.</p> <p>All pupils have academic mentoring.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>An attendance mentor monitors attendance of service pupils.</p> <p>Number of behaviour logs is below the average for their peers.</p> <p>Pupils have access to the support they need through their pastoral leader when they need it.</p> <p>All had revision materials given to them.</p>

## Further information (optional)

The school has regular pupils attending free breakfast club and this is a positive start to pupils' school day.

Leaders are committed to improving the mental health of pupils and staff. The school has a designated counsellor who works with pupils on mental health issues. The school has invested in training the counsellor in Mindfulness and Sleep for Teenagers and suicide prevention counselling, Papyrus, to improve the mental health of our pupils. All staff and pupils have had training on stress and the effects of it on body and mind.

A behaviour support manager has been appointed and staff have had training in restorative practice.

The school has recently joined the United Learning Academy Trust and is being supported. Alongside subject leads working with assigned subject specialists, curriculums have been rewritten to develop high quality teaching. Assessment is in line with United Learning as well as standardisation exercises. Data analysis occurs regularly and is both in house and across the Trust schools.

This school continues to use 1 day a week support from the Trust Chaplin, to provide specific support for a targeted group of pupils.

The school uses research-based strategies (EEF), to develop a culture of positive behaviour at school. The Pastoral team have had bespoke training to help them with their role. Examples include: Early Help CPD, Team Teach, Equality and Diversity and INSET work with Tom Bennet to support the school's behaviour curriculum.

At the heart of the school is a focus on kindness and gratitude. We say thank you, we hold the doors open, and we respect ourselves and others. Our curriculum extends beyond the expected content of the courses and promotes extensive personal development of our pupils through our 'Character Curriculum'. We offer a wide range of experiences through our curriculum and extra-curricular enrichment programme, to build confidence and resilience and to extend our pupils' horizon, as well as nurturing their talents and interests. We monitor and encourage our disadvantaged pupils' engagement.

Our family lunch, assemblies and pupils' briefings, all encourage our pupils to discuss and debate topical issues. They develop a culture of belonging and support the family ethos of the school.

A clear programme of enrichment offers opportunities for all, through programmes such as Duke of Edinburgh Award, Cadets Forces, National Citizenship Service, Eco club and peer reading. The PE extracurricular programme promotes a healthy active lifestyle.

To raise pupils' awareness of road safety, all Year 7 pupils have the opportunity to take part in a level 3 Bikeability course. The uptake for places on this course is very good. The school was the first school in Warwickshire that worked with 'Youth for Brake' charity to support road safety around the area.

Our House system is embedded in the school culture through lessons, form groups, assemblies, subject competitions and awards and promotes community, competition and most importantly, a sense of belonging. Pupils are involved with charities through their House system and have contributed to charity work to develop their sense of responsibility and service to community. Pupils made Christmas food parcels for those families who needed them most and have raised money for their charities. Pastoral support in this school is excellent, pupils have the opportunity to work on developing their good habits and character with their pastoral leader.

The PSHE and assembly programme actively engage guest speakers from: Compass, Warwickshire Police and Driving Ambitions, Ambulance Services, Loud Mouth, Fire Services, hate and knife crime sessions, road safety, CPR to restart a heart and relationships and mental health work.

The school, with support from the Trust Career Advisor is fully compliant with Gatsby Benchmarks and puts significant time, resources and expertise into Career development. All pupils have career interviews in Year 11 and SEND pupils and vulnerable pupils in Year 10 and 11 have more contact with the Careers advisor. Pupils in all years have access to a range of opportunities to support them to understand their options and make informed choices about their future. The sex and relationships programme is designed and delivered by the PSHE team for pupils across all years. Pupils also have a planned programme of support that teaches them about on-line safety.

The school promotes equality of opportunities through lessons, assemblies and Diversity days. Pupils learn about differences in cultural, religious and ethnic groups and respect other beliefs and views. The school is a Stonewall school. Pupils started a LGBT+ club which was chaired by a member of staff.

The school also promotes confidence and ambition (part of our STAR values) through Pupil Leadership which is embedded in a range of opportunities throughout the years. Pupil Voice is active in all years through pupil leadership and the School Council.

The curriculum promotes British Values through PSHE and assemblies. British Values and SMSC are mapped across the curriculum and form time activities and assemblies reinforce these values. Our comprehensive PSHE programme covers five main themes; Health and wellbeing, Relationships, Living in the wider world, Citizenship and Careers.