

# Pupil premium strategy statement

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This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	801
Proportion (%) of pupil premium eligible pupils	35.2%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-2022
Date this statement was published	November 2021
Date on which it will be reviewed	January and July 2022
Statement authorised by	Homeira Zakary
Pupil premium lead	Lorraine Taylor
Governor / Trustee lead	Tim Render

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 216 785
Recovery premium funding allocation this academic year	£ 32 915
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 35 000
<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	£ 284 700

## 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 pupil premium strategy focusses on facilitating this goal for our disadvantaged pupils.

We have high expectations of all pupils and the activities listed in this document will support every child at school, particularly vulnerable pupils, regardless of whether they are disadvantaged or not.

Pupils' access to high quality wave 1 in class teaching, with regular live and whole class feedback, is at the heart of our approach. This is proven to have the greatest impact on closing the disadvantage attainment gap as well as supporting non-disadvantaged pupils to make good progress.

Our approach includes;

- Up-skilling staff to be able to deliver high quality teaching to all pupils, enhancing all pupils' outcomes.
- Developing pupils' metacognitive and self-regulation skills to help them become more independent and improve outcomes, specifically impacting maths.
- Responsive, research-based approach to barriers to learning, including; attendance, cultural capital and gaps in knowledge.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Attainment of disadvantaged pupils is below their peers in all year groups.</p> <p>Attainment of disadvantaged pupils has improved over the last three years in line with the improvement of their peers but this still leaves a significant gap to their peers.</p> <p>Mitigating circumstances from COVID-19. Although much was done to support pupils during this time, pupils lost in class learning time during 2019-2020 and 2020-2021.</p>
2	<p>Year 7 baseline reading assessments show 52% of disadvantaged pupils arrive at the school with reading ages below their chronological age compared to 35% of their peers who are below their chronological age</p>
3	<p>Homework completion rates are lower for majority of disadvantaged pupils compared to their peers, reducing their out of school learning. This means they are spending less time on knowledge recall and application than their peers. This means less opportunity to improve the storage strength and mastery of new learning.</p>
4	<p>Our observations suggest many disadvantaged pupils lack metacognitive and self-regulation strategies when faced with challenging tasks, notably in their monitoring and evaluation of their answers.</p>
5	<p>Our logs on CPOMs, school counsellor referrals and an increase in mental health referrals for pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
6	<p>Attendance data for disadvantaged pupils is lower than non-disadvantaged pupils.</p>
7	<p>Access to wider experiences outside the learning environment to build the culture capital and pupil aspirations. This has been further reduced as a result of COVID-19</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
Improved attainment of disadvantaged pupils in line with FFT targets in external exams and in line with their peers in Years 7-10	2022 A8 – 42.39, P8 - -0.02 2023 A8 – 42.8, P8 – 0 Years 7-10 Assessments show disadvantaged pupils are achieving in line with their peers
Disadvantaged pupils have a reading age at or above their chronological age and reading comprehension is in line with their peers	Reading age and comprehension data shows pupils are age at or above the expectation for their age. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
Homework completion for disadvantaged pupils is in line with their peers	There are no barriers to accessing and completing homework. There is time and space in school outside of the normal school day for pupils to access and complete homework if needed. Pupils who do not complete homework attend LCUs to complete the missed work. There is targeted and timely intervention to support pupils who do not complete homework to help remove barriers
Improved metacognitive and self-regulatory skills among disadvantaged pupils across all subjects.	Teacher reports and class observations suggest disadvantaged pupils are more able to monitor and regulate their own learning. This finding is supported by homework completion rates across all classes and subjects.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged	Sustained high levels of wellbeing shown through a reduction in referrals for mental health and school counsellor referrals, improved attendance, improved engagement in extracurricular
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	The overall absence rate for all pupils being no more than National data, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. The percentage of all pupils who are persistently absent being below National PA data and the figure among disadvantaged pupils being no lower than their peers.

## 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: £ 66 000

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality wave 1 in class teaching with regular live and whole class feedback	Feedback redirects or refocuses the learner's actions to achieve a goal, by aligning effort and activity with an outcome. External feedback is needed to help novices to develop skills. 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>	1, 3
Pupils to receive support in all curriculum areas for trips, books, equipment	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	1, 3, 4, 7
Extra time for staff CPD to support high quality wave 1 teaching particularly in English, maths and science	High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. <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>	1, 2, 3, 4
Developing metacognitive and self-regulation skills in all pupils. This will involve ongoing teacher training and support and release time.	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that	4

<p>Staff CPD from the Oakwood Team on recognizing, supporting and developing self regulation in pupils</p>	<p>it can have a positive impact on maths attainment:  <a href="#">Metacognition and self-regulation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Ensure that interventions are offered in all subjects to pupils in years 10 and 11.  Extended school day to allow time for quality before school interventions  RSLs to ensure that the pupils who need these interventions the most attend these sessions</p>	<p>Extending school time involves increasing learning time in schools during the school day or by changing the school calendar.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</a>  Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. The RSL will use their role to mentor pupils to support them to Do the Right Thing and attend the interventions relevant to them.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a></p>	<p>1, 3, 4</p>
<p>Employ a Teach First maths and English teacher to ensure that class sizes are smaller, particularly in year 11 to allow for a more targeted mastery approach to lessons and intervention.</p>	<p>Reducing class sizes allows for teachers to respond quicker to the needs of each pupil as there are less pupils so the learning can be more focused on the needs of each pupils which allows for greater mastery in lessons. Subject matter is broken into blocks or units with predetermined objectives and specified outcomes. Pupils must demonstrate mastery before moving on to new material. Any pupils who do not achieve mastery are provided with extra support. Learners continue the cycle of studying and testing until the mastery criteria are met.  <a href="https://educationendowmentfoundation.org.uk/education-">https://educationendowmentfoundation.org.uk/education-</a></p>	<p>1, 3, 4</p>

	<p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">evidence/teaching-learning-toolkit/reducing-class-size</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	
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> <p><a href="https://nationaltutoring.org.uk/">https://nationaltutoring.org.uk/</a></p> <p><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>	1, 3

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

Budgeted cost: £136 200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils to receive additional support when required through Progress Coaches and Interventions.	Progress coaches are adults who support in the classroom, or provide targeted interventions, which are delivered out-of-class. <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>	1, 2, 3, 4
Employ two Raising Standards Leaders (RSLs) to have an overview of academic and pastoral targets for pupils in years 10 and 11	Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. The RSL will use their role to mentor pupils to support them to Do the Right Thing and attend the interventions relevant to them.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</a>	1, 3
Employ Covid Recovery and Improvement lead to analyse data, then work with the Directors of Learning to set interventions and co-ordinate additional support for pupils	The needs of the pupils have increased due to the pandemic. This role is a new leadership role to coordinate the interventions and ensure the pupils who need to access extra support and tuition have any barriers to doing this identified and removed.  <a href="https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-">https://educationendowmentfoundation.org.uk/support-for-schools/school-improvement-</a>	1, 2, 3, 4

	<a href="#">planning/2-targeted-academic-support</a>	
To develop our literacy strategy by ensuring that all pupils in years 7-10 are reading 3 times per week in Form Time; In addition Year 9 pupils have 15 minutes of DEAR time every day.	<p>The English team have identified the texts to ensure the text difficulty is appropriate to practice the skills, engage with the text and ensure enough challenge to improve reading comprehension. The class read the text together with the teacher leading the reading and the discussion</p> <p>J and D Murphy, <i>Thinking Reading: What every secondary teacher needs to know about reading</i>, John Catt, 2018</p>	2
Covid recovery and Improvement lead to work with Learning Support team to ensure that all pupils in years 7-9 whose reading age is below their chronological age receive additional reading support	<p>Extra reading intervention is provided to pupils with a reading age below their chronological age to ensure they have focused and appropriate support to catch up</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>	

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

Budgeted cost: £82500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance Minibus is used to collect pupils and remove barriers for pupils who are not attending school.	<p>We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><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></p>	6
Family Support worker is employed to increase engagement between families and school and to support improved attendance	<p>We follow the advice of the DfEs guidance that has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p><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></p>	5, 6, 7
Social Worker is employed to support our Pastoral and Safeguarding Teams support the increased numbers of pupils needing access to these resources	<p>The pandemic has had an impact socially, mentally and financially on pupils and their families.</p> <p><a href="https://www.childrensociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf">https://www.childrensociety.org.uk/sites/default/files/2021-01/the-impact-of-covid-19-on-children-and-young-people-briefing.pdf</a></p> <p><a href="https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-">https://socialworkers.blog.gov.uk/2021/05/13/social-workers-in-</a></p>	5, 6, 7

	<a href="#">schools-bringing-our-expertise-into-educational-settings/</a>	
Uniform and Equipment	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	1, 3, 5, 6
A coherent programme of extracurricular clubs, sports teams, trips (when this is appropriate) which is advertised to all pupils.  Increase the number of disadvantaged pupils participation in extra-curricular activities and sports teams by identifying and removing barriers to their participation through support, mentoring and rewards.	The pandemic has meant almost two years with limited access to extra curricular trips and clubs in school and limited access to clubs and sports for young people outside school. This has added to the social and mental impact of the pandemic on young people.  <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>	5, 6, 7
Duke of Edinburgh Award is funded for pupils who would not be able to access this without financial support	The Duke of Edinburgh Award can be a life-changing experience. A fun time with friends. An opportunity to discover new interests and talents. A tool to develop essential skills for life and work. A recognised mark of achievement; respected by employers.  <a href="https://www.dofe.org/do/">https://www.dofe.org/do/</a>	5, 7

**Total budgeted cost: £ 284700**

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged pupils is increasing but it remains below their peers due to the increase in performance of all pupils over the last three years.

The planned use of our pupil premium funding over the last 18 months has been changed from our initial plans due to the pandemic.

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high quality curriculum, including during periods of partial closure, which was aided by use of Teams to deliver remote learning.

The robust nature of our support given during remote learning both academically and pastorally has supported disadvantaged pupils to access remote learning. Many have more barriers than their peers to accessing work outside school and despite the robust support this impacted both their attendance in school and with remote learning.

During remote learning periods our most vulnerable and at risk pupils received increased support through additional phone calls and face to face contacts to ensure that they were safe and felt supported.

During the school partial closure, our safeguarding officer supported 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 pastoral team each week made home visits to those pupils who were either identified as a safeguarding concern; those who were identified as needing more support for their mental health needs (Welfare check) and those pupils who have not been engaging with home learning. Home visits also included concerns raised by the class teacher or external agencies (for example if we had a Op-Encompass alert). The overwhelming positive feedback and gratitude from pupils and parents, expressed in email conversations or phone calls, is a testament that our pupils and parents have been well supported during these difficult times.

In addition, our pastoral team had regular contact with our Managed Transfer pupils that were involved with our school. The work with Ethical Inclusion has been praised at our monthly meetings. We are an inclusive school and have been working hard to support pupils to stay in school and succeed whether that is with pupils in our own school or us supporting other schools.

Although overall attendance in 2020/21 was lower than in the preceding years due to the pandemic it was higher than the national average following the return to school on 8<sup>th</sup> March when all pupils were expected to attend school.

Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.

## 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

## 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 during remote learning with weekly check in phone calls. This was increased to daily for some pupils as needed.</p> <p>A dedicated member of staff is available to support service pupils with anxiety and loss when a family member is deployed.</p>
What was the impact of that spending on service pupil premium eligible pupils?	<p>Attendance of service pupils is above 95% for last year.</p> <p>Number of days absence due to Covid-19 was below the average for their peers.</p> <p>Number of behaviour logs is below the average for their peers.</p> <p>Attendance at remote learning sessions is in line with their peers</p> <p>Pupils have access to the support they need through their pastoral leader when they need it.</p>

## Further information (optional)

This year, the school has introduced 'Family Lunch' for all Year 7 and Year 8 pupils. We recognise the importance of sitting down together, discussing a topic and developing soft skills such as empathy, responsibility, kindness and gratitude.

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. During the periods of school partial closure, our School Counsellor worked relentlessly with families, supporting them in accessing food bank vouchers, assisting with the writing of CVs and providing ongoing remote counselling support and home visits. The Trust also supports the wellbeing of staff and offers support services with mental health.

This year the school has secured 1 day a week support from the Trust Chaplain, to provide specific support for a targeted group of pupils.

The school uses research based strategies (EEF), to develop stronger culture of positive behaviour at school, specifically for a small minority of pupils who have particular needs to improve their behaviour and reduce exclusions. Pupils are monitored and have discrete lessons on developing character, positive behaviour and positive responses. Pastoral team have had bespoke trainings to help them with their role for example, Early Help CPD, narrating the good behaviour and GRIT work. The school also resources external support and has developed strong relationship with our local PCSO, Youth Justice and the mentors at the Ethical Inclusion Partnership.

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. 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. The uptake of these activities are good and we monitor and encourage our disadvantaged pupils' engagement.

Our Family Lunch, our 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 updated each term with opportunities for all, through programmes such as Duke of Edinburgh Award, Cadets Forces, National Citizenship Service, Camps International, Eco club, peer reading and RAG week. The PE extracurricular programme promotes a healthy active lifestyle. This is complemented by the knowledge pupils learn in Food Prep lessons about healthy living and food preparation. The school enrichment include trips to Poland to visit Auschwitz and build on their cultural capital. Visits and residential offer pupils the opportunities to learn more about other cultures and respecting other's opinions. However, due to Covid-19 measures, unfortunately all visits and trips were cancelled last year and are on hold until March 2022.

The school works closely with NHS to steer the Health and Wellbeing lessons in PHSE to the needs of pupils. Each year, three main priorities are identified from a survey carried out with Year 9 pupils and lessons in PHSE cover these areas.

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 for this course. Also the school was the first school in Warwickshire that worked with 'Youth for Brake' charity to support road safety around the area.

Last year, to support parents during the Covid-19 situation, we organised workshops for parents by Warwickshire Police to cover issues such as county lines and Compass for drugs and alcohol.

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 and Fire Services, looking at drug and alcohol awareness, hate crime and knife crime, road safety, CPR to restart a heart, relationships and mental health, and fire safety. As well as visits about careers and university from employers and university staff. The sex and relationships programme is designed and delivered by the PSHE team for pupils across all years as age appropriate. Pupils learn about how to keep themselves safe on-line through assemblies delivered to all year groups on cyber safety by the head of computing.

As a result of our exceptional work in this area, the school was awarded the National Citizenship Award in 2020. Also, the result of IPSOS-MORI- Social Research institute conducted by DFE is shown below and demonstrates the effectiveness of our PSHE programme. (2019) We have enrolled to take part in this survey again this year.

National average	How your school compares
69% say they have got helpful information about smoking from teachers	Higher %
62% say they have got helpful information about drinking from teachers	Higher %
66% say they have got helpful information about taking drugs from teachers	Higher %

National average	How your school compares
22% have been offered cannabis	Similar %
6% have been offered legal highs	Similar %
38% have been offered any drug	Similar %
24% have ever used or taken any drug (even if only once)	Lower %

The school promotes equality of opportunities through discrete 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. Our school is well represented at our Trust Equality and Diversity group and it supports some of the work we do in school.

The school, with support from the Trust Career Adviser and the Trust lead, 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 Career advisor. The careers education, information and guidance programme has been led by a senior teacher at school with support from the CEIAG lead across the Trust. 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 careers programme develops over the five years to support pupils at each stage and included work experience, mock interviews, individual careers interviews and joint interviews with parents as needed. As a result, our NEET has been less than 0% for the past year and 1% this year.

All pupils with EHCPs, from Year 9 onwards, have support from our career advisor in annual reviews to ensure their smooth transition to adulthood.

The school also promotes confidence and ambition (part of our STAR values) through Pupil Leadership which is embedded in the House programme, buddies, School Council and peer reading. Pupil Voice is active in all years through pupil leadership and the school council. School council meets in year group teams and the year group representatives meet with the Assistant Principal each term.

The curriculum promotes British Values through PSHE and assemblies. British Values and SMSC are mapped across the curriculum and Form time activities and assemblies reinforces these values. Our comprehensive PSHE programme covers five main themes; Health and wellbeing, Relationships, Living in the wider world, Citizenship and Careers. The PSHE and RE curriculum together, enhance pupils' spiritual, social, moral and cultural development. The school provides effective CEIAG and has access to the MAT Careers Advisor 1 day per week, with CEIAG mapped across the curriculum