

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Chestnut Grove Academy
Number of pupils in school	1327
Proportion (%) of pupil premium eligible pupils	276 (21% Y7-11) 321 (24% with 6 th form)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-25
Date this statement was published	November 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Christian Kingsley
Pupil premium lead	Charlotte Robinson
Governor / Trustee lead	Conrad Withey

Funding overview

Detail	2022-23	2023-24
Pupil premium funding allocation	£263,268	£281,060
Recovery premium funding allocation this academic year	£67,930.25	£71,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£331,198.25	£352,060.00

Part A: Pupil Premium Strategy Plan

Statement of Intent

Chestnut Grove Academy Curriculum Intent:

The Chestnut Grove curriculum provides a rigorous, knowledge-rich, transformational education, encapsulated through our PROUD values, which prepares our students to succeed at university, thrive in employment and lead fulfilling lives. Chestnut Grove Academy is committed to ensuring that disadvantage does not prevent our students from achieving academic success, maintaining healthy lifestyles and experiencing professional fulfilment: we endeavour to remove all barriers to learning to ensure our disadvantaged students achieve in line with others.

EEF's and other research show that the best strategy to improve the outcomes of disadvantaged students is through a broad and balanced, high-quality curriculum. Therefore, our main strategy is to ensure disadvantaged pupils make progress in line with *all pupils nationally* by consistently delivering quality first teaching and improving our students' cultural capital. Our imperative is to provide disadvantaged students with the access to a knowledge-rich, transformational curriculum and effective academic and pastoral interventions, as well as enrichment opportunities, which will not only enable them to fully access the curriculum, but also broaden their horizons and ignite a love of learning, turning them into life-long learners.

Nevertheless, as a community in which disadvantaged students are a minority, we are acutely aware that their needs require special attention. We understand that disadvantaged pupils have additional needs that can be complex and personal, which can make them difficult to identify and categorise. Thus, we tailor programmes that support the whole child, mobilising all available resources in order develop an understanding of disadvantaged pupils' needs and best strategies to address them. This approach requires collaboration: we ensure that all staff are united in their unwavering determination to remove all barriers to learning so that social disadvantage does not hold back any child in realising their best potential. United by a profound sense of moral purpose, we ensure that low achievement is not confused with low ability, that our disadvantaged students are valued members of our Creative Learning Community, and their potential and right to an excellent education is unchallengeable and protected.

The pandemic continues to impose disproportionate challenges on our disadvantaged students and the latest external and in-house assessment data, as well as our internal records and observations, show that the gap between disadvantaged and others has widened. In addition, akin to a number of schools nationally, we have noticed that our disadvantaged students would benefit from a more robust pastoral system of proportionate challenge and support and are, therefore, focusing on adapting our culture and behaviour system to respond to this need.

Our current strategy is designed to ensure all disadvantaged students receive quality first teaching, are provided with opportunities to catch up with others and/or accelerate their learning through a range of academic interventions and that their wellbeing enables them to fully focus on their study. Therefore, our main strategies are:

Curriculum: Embed responsive teaching through 'Embedding Formative Assessment, a CPD program which enhances teachers' ability to assess their learners' knowledge and skills, address misconceptions and provide feedback that moves them forward. This training programme is designed to equip leading practitioners with coaching skills, tools and resources to support colleagues in setting goals to improve disadvantaged pupils' outcomes and provide non-judgemental and developmental feedback to help them achieve these. Train staff in developing a comprehensive repertoire of behaviour management strategies to curb low-level disruption and ensure we have high expectations of disadvantaged students.

We have also embedded a whole school literacy strategy, in which teachers are trained and equipped to deliver explicit vocabulary teaching, both in tutor time (tier 2 vocab) and during lessons (tier 3 vocab). This training programme gives ample time for staff to share best practice and to ensure that we are all aligned in narrowing the gap. This is further developed through our focus on reading seen primary in the diagnostic testing of students in KS3 (reading age tests, reading screening, scaled scores etc) before delivering a bespoke reading programmes from year 7 (CODE: phonics, Reading Plus, Accelerated Reader). English teachers and tutors are encouraged to monitor students' reading, along with all staff being aware of reading ages.

There is also a focus on scaffolding and supporting reading, with staff receiving training on how best to support students who have barriers to reading or who are not meeting their age-related standard.

Academic: Provide a range of interventions that will accelerate disadvantaged students' progress and/or support them in closing the gaps in knowledge and skill created by the pandemic. The interventions consist of school-led tutoring programme.

Wider: Provide a range of initiatives which will support disadvantaged students' mental health, behaviour and attitudes to learning. These include: training all teaching staff to spot signs of mental health issues and support students; increasing the number of mental health first aiders among support staff, providing counselling for disadvantaged students who need it; providing peer mentoring.

Three-year curriculum strategy	
2022-23	Embedding Formative Assessment Challenge and rigour in curriculum
2023-24	Literacy: reading and vocabulary Embedding Formative Assessment Scaffolding and support
2024-25	Literacy: oracy and writing Embedding Formative Assessment

Challenges 2023-24

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

Challenge number	Detail of challenge																																													
1	<p>Despite huge strides towards narrowing the gap, there is still a gap present. P8 dis = -0.15 (compared with -0.03 of all students in England) A8 = 45.3 (CGA with non-dis 58.04) Ebacc APS = 4.16 (CGA with non-dis 5.45)</p> <table border="1"> <thead> <tr> <th></th> <th>Ebacc entries</th> <th>5+ EM</th> <th>A8</th> <th>Av Ebacc APS</th> <th>P8</th> </tr> </thead> <tbody> <tr> <td>Dis CGA</td> <td>56%</td> <td>42%</td> <td>45.3</td> <td>4.16</td> <td>- 0.15</td> </tr> <tr> <td>Dis Eng*</td> <td>27.7%</td> <td>25%</td> <td>34.9</td> <td>2.97</td> <td>-0.55</td> </tr> </tbody> </table> <p>* https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-4-performance-revised</p>		Ebacc entries	5+ EM	A8	Av Ebacc APS	P8	Dis CGA	56%	42%	45.3	4.16	- 0.15	Dis Eng*	27.7%	25%	34.9	2.97	-0.55																											
	Ebacc entries	5+ EM	A8	Av Ebacc APS	P8																																									
Dis CGA	56%	42%	45.3	4.16	- 0.15																																									
Dis Eng*	27.7%	25%	34.9	2.97	-0.55																																									
2	<p>Behaviour and attitude to learning of disadvantaged students: 60% of fixed term exclusions in 2022-23 were disadvantaged, predominantly male students. This was an increase of 13% on the previous year.</p> <p>Exclusions 2022-23 (suspensions) – analysis by year group, gender, disadvantaged, non-disadvantaged.</p> <table border="1"> <thead> <tr> <th>Gender</th> <th>Male</th> <th>Female</th> <th>Total</th> <th>Disadvantaged</th> </tr> </thead> <tbody> <tr> <td>Year 7</td> <td>3</td> <td>5</td> <td>8</td> <td>7</td> </tr> <tr> <td>Year 8</td> <td>5</td> <td>5</td> <td>10</td> <td>8</td> </tr> <tr> <td>Year 9</td> <td>10</td> <td>4</td> <td>14</td> <td>8</td> </tr> <tr> <td>Year 10</td> <td>17</td> <td>12</td> <td>29</td> <td>14</td> </tr> <tr> <td>Year 11</td> <td>4</td> <td>4</td> <td>8</td> <td>5</td> </tr> <tr> <td>Year 12</td> <td>2</td> <td>0</td> <td>2</td> <td>1</td> </tr> <tr> <td>Year 13</td> <td>1</td> <td>1</td> <td>2</td> <td>1</td> </tr> <tr> <td>Total</td> <td>42</td> <td>31</td> <td>73</td> <td>44</td> </tr> </tbody> </table> <p><small>Data refers to number of incidents of exclusion</small></p>	Gender	Male	Female	Total	Disadvantaged	Year 7	3	5	8	7	Year 8	5	5	10	8	Year 9	10	4	14	8	Year 10	17	12	29	14	Year 11	4	4	8	5	Year 12	2	0	2	1	Year 13	1	1	2	1	Total	42	31	73	44
Gender	Male	Female	Total	Disadvantaged																																										
Year 7	3	5	8	7																																										
Year 8	5	5	10	8																																										
Year 9	10	4	14	8																																										
Year 10	17	12	29	14																																										
Year 11	4	4	8	5																																										
Year 12	2	0	2	1																																										
Year 13	1	1	2	1																																										
Total	42	31	73	44																																										
3	<p>Progress and attainment in mathematics: -0.25 (compared to -0.02 in England and 0.22 in English in CGA)</p> <table border="1"> <thead> <tr> <th>Progress 8 for disadvantaged</th> <th>CGA 2023</th> <th>CGA 2022</th> <th>CGA 2019</th> </tr> </thead> <tbody> <tr> <td>English</td> <td>0.22</td> <td>-0.05</td> <td>-0.01</td> </tr> <tr> <td>Maths</td> <td>-0.25</td> <td>-0.89</td> <td>-0.62</td> </tr> </tbody> </table>	Progress 8 for disadvantaged	CGA 2023	CGA 2022	CGA 2019	English	0.22	-0.05	-0.01	Maths	-0.25	-0.89	-0.62																																	
Progress 8 for disadvantaged	CGA 2023	CGA 2022	CGA 2019																																											
English	0.22	-0.05	-0.01																																											
Maths	-0.25	-0.89	-0.62																																											
4	<p>Attendance: the table below shows FSM6 gap in attendance in the academic year 2022-23.</p>																																													

Year Group	FSMe6 Attendance %	Not FSMe6 Attendance %	Difference
Year 7	87.66%	94.68%	-7.02
Year 8	86.95%	94.93%	-7.98
Year 9	87.29%	93.66%	-6.37
Year 10	86.14%	94.11%	-7.97
Year 11	87.98%	95.09%	-7.11
Overall Total	87.17%	94.48%	-7.31
Year 12	91.02%	92.42%	-1.4
Year 13	91.69%	93.01%	-1.32
Y12-13 Overall	91.44%	92.66%	-1.22

The attendance gap of -7.31% shows post-pandemic widening. Current national gap is -5.2%. Therefore, we are below national average.

5	<p>Mental health</p> <p>Our assessments, observations and discussions with 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. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>In the Summer term of 2023 there were 633 safeguarding incidents, which is a significant increase in safeguarding incidents from the last year (100), which itself was a huge increase on pre-pandemic data (475 incidents across the whole year). This continues to show the significant pressures facing our students and families as we recover from the Covid-19 pandemic and the impacts of the cost-of-living crisis which is in line with the national picture of 1 in 6 school aged children having a mental health issue (NHS England). 28% of incidents relate to mental health, 5% self-harm, 9% emotional related and 4% living situation. As a result of the significant impact of mental health it is vital that we continue to expand our therapeutic services which can support the students.</p>
---	--

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan 2024-25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Disadvantaged students achieve in line with other students	Closing the gap in A level, GCSEs and KS3/Year 10 end-of-year assessment NTP is effective, quality-assured and offered to all disadvantaged pupils at risk of underachievement. Reading and vocabulary gaps are addressed and closed early on in Year 7.
2. Disadvantaged students' behaviour and attitude to learning are conducive of good progress and attainment	As above, plus reduction in fixed term exclusions and number of behaviour incidents so there is no gap between the disadvantaged and others; Disadvantaged pupils' access mental health support and academic mentoring where needed, ensuring they are healthy and able to fully access the curriculum; Disadvantaged students' access careers information and raising career aspirations initiatives; as a result, they have intrinsic motivation and career plans and aspirations.

3. Disadvantaged students' progress and attainment in mathematics is the same as in English	GCSE, A level, end-of-year examination for Y10 and KS3 show gap between English and maths is closing
4. Disadvantaged students' attendance is above the national average and the gap has reduced.	Attendance data to show disadvantaged students' attendance is above the national average. The gap in attendance between disadvantaged and non-disadvantaged students to have been reduced (currently -7.31%) GCSE, A level, end-of-year examination for Y10 and KS3 show gap between English and maths is closing
5. Disadvantaged students are healthy, resilient and able to fully access the curriculum	As above Disadvantaged students are able to access therapeutic support in a timely manner, ensuring they are healthy and able to fully access the curriculum.

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: £200,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>CPD focused on literacy and improving quality of education:</i></p> <ul style="list-style-type: none"> - Training on explicit vocabulary teaching and reading strategies - Embedding Formative Assessment professional development for teachers and learning support assistants - Coaching for senior and middle leaders 	<p>1 Students in the Embedding Formative Assessment schools made the equivalent of two months' additional progress, with attainment measured using Attainment 8 GCSE scores. SSAT & Dylan William</p> <p>EEF's T&L Toolkit effectiveness rating: Formative Feedback +6 months</p> <p>'Coaching for Teaching and Learning: a practical guide for schools' Guidance report by Rachel Lofthouse, David Leat and Carl Towler and Matthew Kraft, David Blazar and Dylan Hogan on 'The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence' state that coaching supports:</p> <ul style="list-style-type: none"> • teachers to experience and develop understanding of an integration of knowledge and skills • teachers to gain multiple opportunities to learn and apply information • teachers' beliefs to be challenged by evidence which is not consistent with their assumptions • teachers to have opportunities to process new learning with others. 	1, 2,3

	<p>Matthew Kraft, David Blazar and Dylan Hogan on 'The effect of teacher coaching on instruction and achievement: A meta-analysis of the causal evidence'</p> <p>NFER and TDT Report: Teacher Autonomy: How Does It Relate To Job Satisfaction And Retention? States that coaching supports three main aspects of teachers' job satisfaction: competence, autonomy and relatedness.</p> <p>EEF's 'Improving Literacy in Secondary Schools' Guidance Report, DfE's Reading Framework (2013) and Alex Quigley's 'Closing the Vocabulary Gap' (2018) recommend:</p> <ul style="list-style-type: none"> • Careful selection of Tier 2 and 3 vocabulary for explicit teaching as part of curriculum design • Considering links between subjects • Providing students with rich oral and written language environments • Providing multiple opportunities to hear, see and use new words. <p>EEF's 'Improving Literacy in Secondary Schools' Guidance Report, DfE's Reading Framework (2013) and Alex Quigley's 'Closing the Reading Gap' (2022) recommend:</p> <p>Silent reading: 'Revisiting Silent Reading' (Hiebert&Reutzel, 2010) recommends:</p> <ol style="list-style-type: none"> 2 Students self-selection of reading materials (Reading +, AR) 3 Accountability: record-keeping, comprehension tests and review (Reading +, AR) 4 Choice of texts appropriate, withing each student's ZPD (Reading +, AR) <p>Alex Quigley in 'Do We Need to Sort Out Silent Reading?' argues for:</p> <ol style="list-style-type: none"> 4. a differentiated approach as silent reading less profitable for students who lack fluency and those who are fluent readers will read 30% in silent reading activities: Reading + for those who struggle (extract-based) and AR for others (to enable them to read at own speed) 5. Defining goals for silent reading so it can be monitored accordingly (Reading +, AR) 	
<p><i>Extra teachers in English and mathematics to reduce class sizes in KS4 and KS5</i></p>	<p>5 EEF states: 'The average impact for reducing class size is around 2 months additional progress over the course of an academic year' with the caveat that the reduction needs to be significant (preferably no more than 10, which roughly reflects the class size of lower attaining sets in maths and English at CGA)</p>	<p>1, 2, 3</p>
<p><i>PP Co-ordinator: diagnostic assessment, mentoring, aspirations intervention</i></p>	<p>EEF recommends diagnostic assessment as the first step in devising PP strategy.</p> <p>EEF recognises that mentoring has low impact (adds 2 months) on disadvantaged students and states there is not enough evidence on aspirations intervention (no rating). Based on our diagnostic assessment, our PP students have little understanding of white collar jobs and job market and little access to white-collar role models; we select BAME and ex-FSM role models to make them relatable.</p>	<p>1, 2, 3</p>

<i>CATs and NGTR diagnostic assessment in English and mathematics</i>	EEF recommends diagnostic assessment as the first step in devising PP strategy. GCA experience corroborates its usefulness in understanding needs of the PP cohort, esp. the new one (Y7)	1, 2, 3
<i>Assistant Headteacher with the primary role of being a disadvantaged champion</i>	In DfE's Reading Framework from July 2020/3, having a high-profile, senior lead to champion a (reading / literacy) policy is one of the five main recommendations.	1, 2, 3, 4, 5

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

Budgeted cost: £100,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>National Tutoring Programme (14h per week in mathematics)</i> <i>Curricular interventions</i>	EEF's T&L Toolkit effectiveness rating: Tutoring and Small Group Teaching +5 Tutoring conducted at Chestnut Grove in 2020-21 and 2021-22 (Imperial College Physics, NTP and tutoring with an external volunteer in Y11 Mathematics. Student and teacher voice from the previous 2 years show this has been an effective intervention: it helped students consolidate and deepen their knowledge of the curricula, improved their confidence levels and supported their preparation for exams.	1, 2, 3
<i>Letters and Sounds Phonics Intervention in Years 7 and 8 delivered by an experienced phonics teacher</i>	According to EEF, phonics intervention has high impact (+5)	1, 2, 3
<i>Reading Plus</i>	Reading Plus has been evaluated by multiple well-respected educational organizations, such as John Hopkins University, American Institute for Research and a number of UK-based school as having a significant impact on students' reading fluency.	1
<i>Accelerated Reader</i>	According to EEF, AR intervention has moderate impact (+3)	1
<i>Vocabulary and Reading interventions in tutor time</i>	EEF's literacy recommendations include teaching vocabulary explicitly and providing time within curriculum for reading	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>2 i.c. RSLs to support attendance</i>	EEF recognises effectiveness of attendance strategies, esp. targeted parental engagement interventions show promise in supporting pupil attendance	2, 4, 5
<i>Counselling</i>	EEF rates metacognition and self-regulation of high impact (+7) A large body of research now shows that mental health interventions have a significant positive impact on students' wellbeing and academic outcomes (ACAMH, Mind, healthactioncampaign.co.uk, EIF, Young Minds, etc.)	2, 4, 5
<i>Mental Health Training for all staff</i>	As above	2, 4, 5
<i>Mental Health HLTA</i>	As above	2, 4, 5
<i>FBB (includes 1h per week of therapy)</i>	As above According to EEF, social and emotional learning taught explicitly and physical activity have moderate impact on students' learning outcomes (+4)	2, 4, 5
<i>Free 2 Be</i>	EEF rates metacognition and self-regulation of high impact (+7) A large body of research now shows that mental health interventions have a significant positive impact on students' wellbeing and academic outcomes (ACAMH, Mind, healthactioncampaign.co.uk, EIF, Young Minds, etc.). The extreme vulnerability of LGBTQ+ students recognised by DfE (Key update to KCSIE 2022 DfE guidance)	2, 4, 5
<i>Peer mentoring</i>	According to EEF, peer mentoring has high impact on students' behaviour and attitudes to learning (+4)	2, 4, 5
<i>EWO</i>	As above; EEF rates metacognition and self-regulation (+7)	2, 4, 5
<i>Wandsworth Child Wellbeing Programme</i>	As above EEF rates metacognition and self-regulation of high impact (+7)	2, 4, 5
<i>Wellbeing Lead</i>	As above According to EEF, social and emotional learning taught explicitly have moderate impact on students' learning outcomes (+4).	2, 4, 5
<i>Pastoral mentoring: 2 experienced members of staff mentoring black boys in Y11 and pre-PSP BAME boys in Year 9</i>	EEF's effectiveness rating of behaviour interventions is +4	1, 2, 3, 4, 5
<i>FBB Reflective Practice for staff</i>	Whilst there is plenty of evidence of the benefits of reflective practice in other professions that deal with trauma (e.g. from NHS), there has been little research in the UK of reflective practice for	All

	teachers. Arabella Kurtz in 'How to Run Reflective Practice Groups' states numerous benefits to NHS workers, such as improved wellbeing, collective problem solving and pluralism of perspective, increased employee resilience.	
<i>Contingency fund for acute issues</i>	Given the number of issues that presented themselves suddenly over the course of the previous two years, we are setting aside a fraction of the funding to be able to respond swiftly to similar issues.	All
<i>Sensory room</i>	National Council for Special Education and many other sources notes that sensory rooms can have positive impact of sensory rooms on SEND children is	5

Total budgeted cost: £370,000

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.

Summary of Outcomes for 2022-23

The data shows that CGA's strategy has been hugely successful. Firstly, Progress 8 for disadvantaged students has greatly improved in 2022-23, especially in English, Mathematics and Ebacc (see figure 1): P8 in English for disadvantaged students at CGA is 0.22, well above the national for all students, whilst P8 in mathematics, although still negative, jumped from -0.89 in 2022 to -0.25 in 2023. The progress and attainment of disadvantaged pupils is still below that of non-disadvantaged nationally (see figure 2) and we are hoping that the next stage of our strategy will help to close this gap in the coming years. It is worth noting that the improvement in English and mathematics is exceptional, as evident in English Progress 8 score (0.22) being above England for all students (-0.04); Ebacc at grade 5+ for disadvantaged at CGA (22%) being 2% above England non-dis (20%) and Ebacc at grade 4+ 3% higher than England non-dis. In addition, the number of disadvantaged students entering Ebacc is 13% higher at CGA than England all.

<i>Progress 8 for disadvantaged</i>	<i>CGA 2023</i>	<i>CGA 2022</i>	<i>CGA 2019</i>
<i>English</i>	0.22	-0.05	-0.01
<i>Maths</i>	-0.25	-0.89	-0.62
<i>EBacc</i>	-0.06	-0.52	-0.34
<i>Open</i>	-0.41	-0.46	-0.43

Figure 1: Progress 8 for disadvantaged students

	School dis. pupils	Local authority (non-dis. pupils)	England (non-dis. pupils)
No. of pupils	36	1342	447564
P8 score & CI	-0.15 (-0.62 to 0.33)	0.58	0.17
A8 score	45.3	55.9	50.2
English & maths at grade 5+	42%	66%	52%
English & maths at grade 4+	61%	81%	73%
EBacc at grade 5+	22%	36%	20%
EBacc at grade 4+	31%	48%	28%
Entering EBacc	56%	69%	43%
EBacc Average Point Score (APS)	4.16	5.29	4.43
In education or employed for 2 terms after KS4 (2021 school leavers)	96%	96%	96%
Exam entries per pupil, all KS4 quals	7.9	8.3	8.2
Exam entries per pupil GCSEs	7.3	8.1	7.6

Figure 2: comparison of CGA data for disadvantaged students with the local authority and England

NTP was the main academic intervention strategy: the school used up the funding we were allocated, delivering almost 4000h of intervention to 163 students (see figure 3). Y11 teachers and students involved in the programme felt this intervention was instrumental in improving students' outcomes. In addition, half-term interventions were delivered throughout the year in non-Ebacc subjects that do not qualify for NTP funding, such as PBE, business and computing.

No of FSM students tutored	163
No of hours	3738
Subjects	English, English (EAL), mathematics, science, geography, history
Teacher evaluation	NTP is seen as effective intervention, especially in Y11. All teachers feel it has played an important part in closing gaps in knowledge and boosting students' confidence.
Student evaluation	All students reported increased confidence and found the sessions useful. The attendance in Year 11 (sessions during lunch and after school) was over 90%.
Mode of delivery	School-based and delivery partner routes. Trained 8 LSAs to deliver the former and hired one full-time English tutor as part of the latter.

Figure 3: NTP 2022-23

Whilst the school's attendance data for all students is above NA in every respect, CGA disadvantaged students' attendance is 7% below non-disadvantaged students'. Also, 60% of suspensions were of disadvantaged students. These are the areas the school will endeavour to address more effectively in 2023-24.

Year Group	FSMe6 Attendance %	Not FSMe6 Attendance %	Difference
Year 7	87.66%	94.68%	-7.02
Year 8	86.95%	94.93%	-7.98
Year 9	87.29%	93.66%	-6.37
Year 10	86.14%	94.11%	-7.97
Year 11	87.98%	95.09%	-7.11
Overall Total	87.17%	94.48%	-7.31
Year 12	91.02%	92.42%	-1.4
Year 13	91.69%	93.01%	-1.32
Y12-13 Overall	91.44%	92.66%	-1.22

Figure 4: gap in attendance 2022-23

Gender	Male	Female	Total	Disadvantaged
Year 7	3	5	8	7
Year 8	5	5	10	8
Year 9	10	4	14	8
Year 10	17	12	29	14
Year 11	4	4	8	5
Year 12	2	0	2	1
Year 13	1	1	2	1
Total	42	31	73	44

Data refers to number of incidents of exclusion

Figure 5: gap in number of suspensions 2022-23

With the NHS figures for 2022 showing 1 in 6 school age children in England having mental health issues, it is not surprising that this is the top high-level safeguarding trend running throughout the school: around half of all high-level interventions in all year groups were to do with mental health (see Figure 6). The school has continued with a high number of therapeutic supports for students showing signs of mental health concerns although this needs to be tracked more effectively with impact recorded. It is noted that FBB and our Catch22 counsellor have played a vital part in preventative action rather than reactive this academic year. Furthermore, we trained additional 8 members of staff as mentors and have continued to provide trauma-informed education CPD to all staff in order to enhance the school's capacity to support students' and staff's mental health and wellbeing. All children and families involved in these programmes have reported positive impact on children's mental health and wellbeing. Owing to this provision, 15 students avoided permanent exclusion and either remained at CGA or are now attending appropriate alternative settings.

	Highest categories	Suggested intervention for Autumn 2023
Year 7	Mental health (42)	Continued targeted therapeutic interventions + introduce FBB to targeted students.
	Emotional related (29)	
	Self harm (27)	
Year 8	Mental health (37)	Continued targeted therapeutic interventions + DSL meet with new Year 9 RSL to look at targeting students with high-risk emotional needs.
	Emotional related (23)	
Year 9	Mental health (22)	Continued targeted therapeutic interventions + training on Emotionally Based School Avoidance (EBSA) run by DSL/Senior DDSL to raise awareness of this. Attendance officer and DSL to have half termly meetings regarding targeted support for persistent severe absentees.
	Attendance (20)	
Year 10	Mental health (41)	Continued targeted therapeutic interventions + targeted substance abuse support for those students flagged. DSL and Senior DDSL to discuss strategies for living situations in September.
	Living situations (22)	
	Drugs and alcohol (21)	
Year 11	Mental health (21)	Continued targeted therapeutic interventions + work with the Sixth Form team regarding students with self-harm concerns/emotional related in September. DSL to speak to DDSL with responsibility for KS5.
	Emotional related (10)	
	Self harm (10)	
Year 12	Mental health (15)	Continued targeted therapeutic interventions + work with DDSL with responsibility for KS5 to address continuing emotional related concerns. DSL to produce a list of students with living situation concerns.
	Emotional related (6)	
	Living situation (6)	

() = number of incidents recorded

Figure 6: wider interventions by category

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
Small group and 1-1 mentoring + sport; reflective practice (supervision) and CPD on trauma-informed education for staff	FBB
Mental health support	Wandsworth Child Wellbeing Programme
Mental Health First Aider training	MHE
Counselling for LGBTQ+	Free2Be
Counselling	Catch22
Educational psychologist - therapy for children with complex needs	Freelance
Social worker – support for children and families in need	Wandsworth LA

Service pupil premium funding (optional)

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

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