

Pupil premium strategy statement: Sheffield Springs Academy (3-year plan update for 2022-2023).

This statement details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils. It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Name of School	Sheffield Springs Academy
Number of pupil premium pupils in school	620
Proportion (%) of pupil premium eligible pupils	63%
Academic year/years that our current pupil premium strategy plan cover (3-year plans are recommended)	2021-2024
Date this statement was published	December 2021 Updated: November 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Mark Shipman (Headteacher) and Claire Cartledge (Deputy Headteacher)
Pupil premium lead	Anna Sierny (Assistant Headteacher)
Governor / Trustee lead	Deborah Fitzgerald

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£574,448
Recovery premium funding allocation this academic year	£161,598
Pupil premium (National Tutoring Programme)	£97,200
Total budget for this academic year	£833,246

Part A: Pupil premium strategy plan

Statement of intent

Our intention is to ensure that all students, regardless of their socio-economic background and any challenges that may arise from this, will make progress from their starting point at the start of each academic year, and across their time with us at Sheffield Springs Academy, to achieve GCSE target grades. We strive to close any gap in attainment and progress between our disadvantaged students and others for all year groups. In planning to achieve this, we intend to create a safe, supportive, and academically rich learning environment that meets both the personal and academic needs of our students. In turn this will ensure our disadvantaged students have increased life chances on leaving Sheffield Springs Academy and can excel, not only in school, but across their lifetime.

Our pupil premium strategy is built around the intention of promoting our school values of *Excellence, Pride and Ambition*. We aim to promote pride through increased attendance and rewards, excellence through improved progress and attainment, and ambition through greater cultural capital (careers and enrichment opportunities). We strive to use an evidence-based approach to our disadvantaged strategy via the three pillars from the EEF framework: supporting teaching, targeted academic support, and wider strategies.

To achieve improved learning outcomes for our disadvantaged cohort we prioritise high-quality teaching and learning as this is proven to readily improve the attainment and progress of the disadvantaged cohort whilst also helping to maintain outcomes for other students. As our strategy is part of the wider education recovery initiative, we will make stringent use of The National Tutoring Programme as this will help both the disadvantaged cohort and others to 'catch-up' on any gaps in knowledge and accelerate progress over time. Equally, we intend to make literacy and numeracy high profile across the school and, in addition classroom differentiation, embed effective interventions in these areas to make the curriculum more accessible to our students.

Further provision to support the Social, Emotional and Mental Health (SEMH) of our students will ensure that they feel safe, valued, and supported on their journey to success. In turn, students will be more likely to attend school, receive more rewards and succeed academically. Likewise, our plans to widen the provision around careers and 'cultural capital' opportunities will help to raise aspirations and improve future post-16 destinations our disadvantaged students.

Challenges

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

Challenge number	Detail of challenge
1	<p>Low attendance and persistent absence.</p> <p>2020-21 Baseline/Context: Unauthorised absence in September was initially 0.5% better for PP Y10 students compared to others but with an adverse gap of between -0.5% and -3.4% For Y7-Y9 when considering the disadvantaged cohort compared to peers. By the final term, the gap in unauthorised absence significantly increased owing to the pandemic, doubling (or worse) across the year groups with the greatest concern being Y10 with six times more unauthorised absence compared to the start of the year. Therefore, it's pivotal that we closely monitor this year group to help close gaps in learning.</p>
2	<p>High levels of social, emotional, and mental health needs.</p> <p>2020-21 Baseline/Context: We have an increasing number of students, partially due to the pandemic who are identified as very vulnerable and therefore in need of personalised provision to support their attendance and achievement at school.</p>
3	<p>Low levels of literacy and numeracy.</p> <p>2020-21 Baseline/Context: Over two thirds of our students have a reading age below their chronological age and this gap widens for the PP cohort therefore highlighting a need for increased provision and intervention around reading and literacy.</p>
4	<p>Instability in the performance of the disadvantaged cohort over time with a remaining gap in combined English and maths attainment compared to national figures.</p> <p>2020-21 Baseline/Context: 5+ attainment in combined English and maths was 5% higher for disadvantaged cohort (31%) in comparison to their peers (26%) and is a success we strive to build upon as we strive to close overall national (43%) gaps in attainment (-12%).</p> <p>2020-21 Baseline/Context: 4+ attainment in combined English and maths was 1% lower for the disadvantaged cohort (51%) in comparison to their peers (52%) suggesting some success but a need to further close national (65%) gaps in attainment (-14%).</p>
5	<p>A lack of 'cultural capital' and low aspirations.</p> <p>2020-21 Baseline/Context: engagement in extracurricular activities was limited in the last academic year owing to the national pandemic and therefore is increasingly important now to allow students to build confidence and safe social interaction once again.</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. **NB: For a table of educational acronyms, please see end of this document.**

Intended outcome	Success criteria
1. Improved attendance and decreased fixed-term exclusion rates across our disadvantaged cohort.	<p>By 2022: The attendance and fixed-term exclusion gap is halved between the disadvantaged cohort and their peers (from 2020-21 baseline).</p> <p>By 2024: There will be no significant attendance or fixed-term exclusion gap between the disadvantaged cohort and their peers.</p>
2. Our disadvantaged and most vulnerable students feel safe and supported at school due to quality bespoke provision that supports their Social, Emotional Mental health.	<p>By 2022: All disadvantaged students have access to at least half-termly small group or one-to-one provision to support their individual SEMH needs and the vast majority report feeling safe and supported at school (survey).</p> <p>By 2024: All disadvantaged students have access to at least monthly small group or one-to-one provision that suits their individual SEMH needs and all report feeling safe, supported and more confident at school (survey).</p>
3. Improved literacy and numeracy levels enable our disadvantaged cohort to access the curriculum more readily.	<p>By 2022: The average reading age of the disadvantaged cohort of students improves by at least +6 months and the gap is closed against their peers (from 2020-21 baseline).</p> <p>By 2024: The average reading age of the disadvantaged cohort of students improves by at least +9 months and the gap is closed against their peers (from 2020-21 baseline).</p>
4. Improve the academic outcomes of our disadvantaged and most vulnerable cohorts via an increasingly differentiated curriculum.	<p>By 2022: Both the progress and attainment gap between the disadvantaged cohort and their peers is reduced by half (from 2020-21 baseline).</p> <p>By 2024: Both the progress and attainment gap between the disadvantaged cohort and their peers is removed (from 2020-21 baseline).</p>
5. Increased exposure to careers information and 'cultural capital' enrichment opportunities raises the aspirations of our disadvantaged cohort.	<p>By 2022: All disadvantaged students engage in at least one chosen enrichment option and careers experience as part of 'The Springs Promise'.</p> <p>By 2024: All disadvantaged students engage in a range of enrichment options and careers experiences as part of 'The Springs Promise'.</p>

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: £297,417

NB: For references to EEF research and impact ‘Toolkit’ (referenced below), please visit:

<https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>

Activity	Evidence that supports this approach	Challenge number(s) addressed
A Pupil Premium Creative Teaching Fund is available for departments to place bids and provide a rationale around resources or visitors tailored to the needs and improved outcomes of the PP cohort in their subject area.	Mastery learning +3 months (EEF toolkit)	1, 4
To deploy a KS3 Literacy and Numeracy Co-ordinator to lead on intervention needs for PP students in KS3 to enhance decoding, comprehension, expressive writing, and numeracy skills.	Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit) Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: word-gap.pdf (oup.com.cn)	3, 4
To use HLTAs to support the literacy and progress of our PP SEND students across both KS3 and KS4.	To use HLTAs to support the literacy and progress of our PP SEND students across both KS3 and KS4.	1 to 4
To deliver quality CPD around vocabulary instruction, and Disciplinary Literacy (extended writing) to improve quality of teaching and learning and accelerate student progress.	Mastery learning +3 months (EEF toolkit)	3- 4
To improve the subject knowledge of teaching and support staff via CPD	Metacognition and self-regulation have a 7+ month impact (EEF toolkit)	1-5

<p>both internally and via courses such as Early Careers Mentoring, NPQSL, PQML, etc.</p>	<p>Oral feedback has a 7+ month impact (EEF toolkit) Written feedback significantly supports progress with +8 months impact (EEF toolkit)</p>	
<p>To use the Birmingham SEND and EAL Toolkit to ensure appropriate provision is used to accelerate progress in language, literacy and maths combined.</p>	<p>Small group tuition has a 4+ month impact (EEF toolkit) Parental engagement is vital and has a +5 months im-pact (EEF toolkit) As noted in EEF: reading comprehension strategies can have a positive impact on pupils' ability to understand a text (mostly over short-term intervention). Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>2-4</p>
<p>To utilise a trained librarian and resources to support Accelerated Reader and Literacy (to include parental engagement on reading progress). To use the Tutor Reading Programme and weekly form-time oracy session to engage students in reading for pleasure.</p>	<p>Metacognition and self-regulation have a 7+ month impact (EEF toolkit) Oral feedback has a 7+ month impact (EEF toolkit) Written feedback significantly supports progress with +8 months impact (EEF toolkit)</p>	<p>1-4</p>
<p>A Pupil Premium Creative Teaching Fund is available for departments to place bids and provide a rationale around resources or visitors tailored to the needs and improved outcomes of the PP cohort in their subject area.</p>	<p>Mastery learning +3 months (EEF toolkit)</p>	<p>1 to 4</p>
<p>To deploy a KS3 Literacy and Numeracy Co-ordinator to lead on intervention needs for PP students in KS3 to enhance decoding, comprehension, expressive writing, and numeracy skills.</p>	<p>Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit)</p>	<p>3 ,4</p>

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

Budgeted cost: £76,051

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To provide targeted out of hours school-led academic tutoring (including Saturday) academic mentoring for English, maths, and science, especially around the grade 3-4 and 4-5 borderline (engagement virtual during any need for isolation owing to the national pandemic).</p>	<p>Small group tuition has a 4+ month impact (EEF toolkit).</p> <p>Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)</p>	<p>3, 4</p>
<p>To improve levels of progress/ attainment of PP students via academic mentoring with an employed English Tutor.</p>		<p>3, 4</p>
<p>To improve levels of progress/ attainment of PP students who are 'vulnerable' and 'hard to reach' via internal AP approach.</p>		<p>3, 4</p>
<p>To run targeted holiday sessions to support student outcomes.</p>		<p>3, 4</p>
<p>To run a targeted summer school to support student outcomes.</p>		<p>3 4</p>
<p>To improve levels of progress/ attainment of PP students via academic mentoring with an employed Maths Tutor.</p>		<p>3, 4</p>
<p>To use the Lexia Programme during form-time to support the progress of struggling readers.</p>	<p>Many reading strategies have very high impacts in the EEF toolkit. E.g., Reading comprehension strategies have a 6+ month impact.</p>	<p>3</p>

To improve the aspirations of our PP students via an Aspirations Programme.	Students' interests and aspirations are assessed and collated, allowing leaders to plan career events, co-curricular clubs and form time sessions which support students in achieving their goals and are tailored to the year group's interests.	5
To use data efficiently to ensure PP students are tracked and interventions put in place accordingly. Data team contribution.	Contribution towards provision of enhanced data team in order that greater depth of analysis can be carried out to support teachers' understanding of the progress being made by disadvantaged students and to analyse their areas for improvement, better informing subsequent interventions.	5

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

Budgeted cost: £392,129

Activity	Evidence that supports this approach	Challenge number(s) addressed
To reduce absence rates in PP students via an attendance support team and targeted attendance interventions.	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Attendance is essential to student progress. DfE research (2016) estimates that Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons. Parental engagement is vital and has a +5 months impact (EEF toolkit)</p>	1-2
To improve the Health and Wellbeing of our PP and vulnerable students via a Wellbeing Officer who provides educational provision about issues that can be disproportionately present in	<p>Social and emotional learning has an impact equivalent to +4 months (EEF toolkit).</p> <p>Parental engagement is vital and has a +5 month impact (EEF toolkit)</p>	1, 5

disadvantaged communities such as obesity.		
To provide a Hardship Fund for PP families who need imminent help with basic needs such as food, clothing or electricity and gas tokens.	Parental engagement is vital and has a +5 months impact (EEF toolkit) Our experiences and those of similar schools to ours have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1-2
To increase engagement, motivation and improve outcomes via targeted intervention residential for English, maths, and science (Conway/Kingswood, etc). To subsidise music, arts, and sport lessons for engagement in wider skills and enjoyment of learning.	Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress. Arts/Sports participation has a 3+ month impact (EEF toolkit)	1-5
To engage students in the ‘Medical Mavericks’ Programme to widen aspirational careers around the NHS and STEM.	The Good Career Guidance Report (Gatsby, 2013) out-lines the importance of providing high quality careers guidance to disadvantaged student aspiration.	1, 2, 5
To support nutrition and concentration prior to KS4 exams and morning interventions by providing breakfast.	There is significant evidence breakfasts lead to improved academic performance – for example Adolphus et al., 2013.	1, 2, 4
To provide GCSE revision guides and equipment to support outcomes via revision and home learning.	Homework/home learning has a 5+ month impact (EEF toolkit). Mastery learning +3 months (EEF toolkit)	2, 3,4
To budget for PP rewards and incentives that include their areas of interest (student voice).	Our personal experience and that of similar schools is that students are motivated to attend interventions if working towards rewards such as money off prom tickets, vouchers for Meadowhall and technical gadgets to support revision.	1, 2, 5
To improve the aspirations of our PP students via Better Learners Better Workers.	Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	1, 4, 5

<p>To support resources for the Nurture (academic/SEMH) and SEND (Bridge) areas to create a safe and purposeful learning environment that will meet the individual needs of our most vulnerable PP students.</p>	<p>Social and emotional learning has an impact equivalent to +4 months (EEF toolkit).</p>	<p>1-4</p>
<p>To improve the aspirations of our PP students; i) careers advice, ii) careers activities.</p>	<p>The Good Career Guidance Report (Gatsby, 2013) out-lines the importance of providing high quality careers guidance to disadvantaged student aspiration.</p>	<p>1, 4, 5</p>
<p>To improve curriculum accessibility and progress over time via a specialised EAL Teacher.</p>	<p>Quality teaching for those students accessing the EAL provision and support their needs into transitioning into main school.</p>	<p>1- 4</p>
<p>To close the attainment gap of a targeted group of PP students via a Think for the Future mentoring scheme that helps to remove emotional barriers and inspire positive change.</p>	<p>Social and emotional learning has an impact equivalent to +4 months (EEF toolkit). "Extending school time (after school interventions) have a 3+ month impact (EEF toolkit).</p>	<p>3, 4</p>
<p>To use extra-curricular scholarship fund to support wider careers and aspirations (to include 'Debate Mate' for Nebula).</p>	<p>Subsidies for disadvantaged students and funding towards projects, which provides competitive events for 'more able' disadvantaged students such as 'spelling bee' and 'university challenge' in conjunction with other United Learning academies as well as social and cultural activities such as theatre and ballet trips, reading groups and visits to aspirational employers (such as HSBC / Santander / Lloyds in the City of London). Enhance this provision with partnership working with Guildford Girls' High School. Programme to targeting 25PP students in Y10. students who are involved in extracurricular activities to a high level and need financial support to take the next step can apply for the scholarship fund. This will support our most talented PP students to achieve their potential.</p>	<p>5</p>

To create numeracy packs of resources to support low levels of numeracy.	Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit)	2, 3
To support permanent Exclusions PP claim fees.	Internal experience denotes that supporting students in the transition from Sheffield Springs Academy into the student referral unit is necessary.	1,2
To create cultural capital extra-curricular opportunities such as visits to the theatre, sporting events and the Duke of Edinburgh Award.	Arts/Sports participation has a 3+ month impact (EEF toolkit) Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress.	3, 4
To use a percentage of the PP (SLT) salary to review data, gaps, interventions, meet students and co-ordinate interventions.	Social and emotional learning has an impact equivalent to +4 months (EEF toolkit). "Small group tuition has a 4+ month impact (EEF toolkit) Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)" Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	1-5
To support staffing additional learning sessions (Saturdays - not small group).	Small group tuition has a 4+ month impact (EEF toolkit) Extending school time (after school interventions) have a 3+ month impact (EEF toolkit)	3-4
To use resources to support engagement and progress in reading (books, Direct Instruction workbooks).	Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF	3
To participate in the SSEL P and Learn Sheffield collaborative provision around sharing good leadership and school initiatives to inspire transformational change.	Overarching literacy interventions have +5 months and maths + 3-month impact (EEF toolkit)	1 - 4
To use 'Links' to provide a personalised curriculum for vulnerable students.	Arts/Sports participation has a 3+ month impact (EEF toolkit) Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged	1 - 4

	student progress. Arts/Sports participation has a 3+ month impact (EEF toolkit)	
To use the Votes for School resource package to wider access to Cultural Capital topics and engage in debate (literacy) on key topics.	Mastery learning +3 months (EEF toolkit), Arts/Sports participation has a 3+ month impact (EEF toolkit)	5

Total budgeted cost: £765,597

NB: We have, thus far, opted not to use the entirety of the National Tutoring Programme (NTP) funding allocated as it is key that we consider our overall school budget (we must contribute 40% of costs and cover on-costs).

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

TARGET 1: Improved attendance and decreased fixed-term exclusion rates across our disadvantaged cohort. *Context: These attendance and exclusion figures are during a national pandemic, so year-on-year changes aren't necessarily directly comparable. NB: The national average for PP attendance is 62%.*

Attendance Marks Present (01/09 to 21/07):

Year Group	Disadvantaged 2021	Others 2021	GAP for Disadv.	Disadvantaged 2022	Others 2022	GAP for Disadv.	GAP IMPACT 2022
Y7	90.74%	96.09%	-5.35%	88.82%	93.94%	-5.12%	+0.23%
Y8	87.52%	95.89%	-8.37%	85.95%	93.56%	-7.61%	+0.76%
Y9	87.17%	95.99%	-8.82%	86.12%	93.58%	-7.46%	+1.36%
Y10	87.35%	92.91%	-5.56%	84.79%	94.38%	-9.59%	-4.03%
Y11	76.74%	80.24%	-3.5%	84.07%	90.73%	-6.66%	-3.16%

Unauthorised Attendance (01/09 to 21/07):

Year Group	Disadvantaged 2021	Others 2021	GAP for Disadv.	Disadvantaged 2022	Others 2022	GAP for Disadv.	GAP IMPACT 2022
Y7	70.67%	46.34%	+24.33%	79.41%	53.85%	-25.56%	+1.23% gap
Y8	70.92%	50.59%	+20.33%	83.33%	59.49%	-23.84%	+3.51% gap
Y9	73.6%	47.37%	+26.31%	77.03%	65.17%	+11.86%	-14.45% gap
Y10	72.07%	57.69%	+14.38%	84.5%	64.29%	+20.21%	+5.83% gap
Y11	68.75%	62.50%	+6.25%	87.16%	53.85%	+33.31%	+27.06% gap

Persistent Absence (01/09 to 21/07):

Year Group	Disadvantaged 2021	Others 2021	GAP for Disadv.	Disadvantaged 2022	Others 2022	GAP for Disadv.	GAP IMPACT 2022
Y7	35.33%	14.63%	+20.7%	36.76%	17.31%	+19.45%	-1.25%
Y8	38.3%	10.59%	+27.71%	47.22%	20.25%	+26.97%	-0.74%
Y9	37.59%	8.77%	+28.82%	39.86%	17.98%	+21.88%	-6.94%
Y10	35.14%	20.51%	+14.63%	44.96%	17.86%	+27.1%	+6.59%
Y11	91.07%	95.83%	-4.76%	46.79%	30.77%	+16.02%	+20.78%

Fixed-term Exclusions (01/09 to 21/07):

Pupil Premium Eligible 2021	Not Pupil-Premium Eligible 2021	GAP	Pupil Premium Eligible 2022	Not Pupil-Premium Eligible 2022	GAP	GAP IMPACT
163 FTEs (57 students)	18 FTEs (9 students)	-145	328 FTEs (96 students)	49 FTEs (19 students)	-279	+134

TARGET 2: Our disadvantaged and most vulnerable students feel safe and supported at school due to quality bespoke provision that supports their Social, Emotional or Mental health.

Although Covid-19 has seen an increase – not decrease – in the number of students needing to access SEMH support, our provision has supported how students have felt and engaged with school. A fair sample student voice notes that many students have experienced **worry, stress, anxiety, panic** and or a feeling that they **can't cope** at times. However, all students feel that they know of staff who are available **to support** and that they have felt **safer** and can **cope better** in deregulated moments and periods due to support provided. Students **valued** the opportunity **to share** their views and have an **input** into form-time activities around **wellbeing** in the last academic year too. Students' central wish for improvement would be **even more staff** in this area but that they **understand** that this **costs money** and **might take time**.

TARGET 3: Improved literacy and numeracy levels enable our disadvantaged cohort to access the curriculum more readily.

KS3 Reading Progress in 'Average' Months:

Year Group	Average Months (Sep. 2021)	Average Months (June 2022)	Impact
Y7	118 (9.8 years)	145 (12 years)	+27 months
Y8	139 (11.5 years)	155 (13 years)	+16 months
Y9	137 (11.4 years)	156 (13 years)	+19 months

KS3 Reading Progress in SAS Score:

Year Group	SAS Score (Sep. 2021)	SAS Score (June 2022)	Impact
Y7	91.4	99	+7.6
Y8	96.6	99.9	+3.3
Y9	93.7	96.6	+2.9

TARGET 4: Improve the academic outcomes of our disadvantaged and most vulnerable cohorts via an increasingly differentiated curriculum.

Mode of Assessment: In summer 2022, Y10 students sat trial GCSE exam papers in most subjects and KS3 students sat end-of-year assessments in several subjects also. Where specified, these papers were United Learning ones and CALs engaged in a moderation process with their Subject Adviser (and own team). In addition to this, KS3 teachers entered data around whether a student was working towards/at/above their KS4 target grade and their attitude towards learning (this data can be shared if desired).

KS3 – Year 7-9:

Subject	Y7 Average Grade	Y8 Average Grade	Y9 Average Grade
English	3.92	3.72	3.93
Maths	3.81	3.79	3.49
Science	4.03	4.46	4.74
Geography	3.23	3.46	3.19
History	3.43	3.24	2.80
French	4.52	4.14	4.17

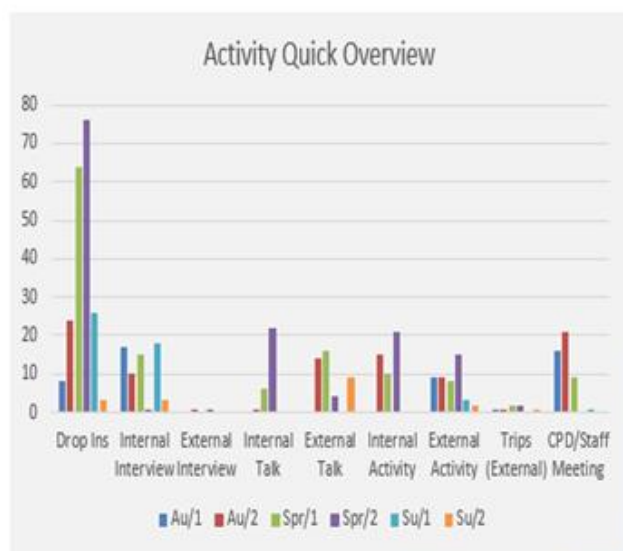
KS4 - Year 10:

Subject	Grade 4+	Grade 5+	Grade 7+
English + maths	31.3%	19.3%	2.4%
English Language	39.7%	25.6%	7.1%
English Literature	47%	28.9%	7.4%
Maths	36.5%	25%	5.1%
Combined Science	44.4%	23.8%	4%
Biology	79.2%	62.5%	33.3%
Chemistry	38%	28%	12%
Physics	70.8%	54.2%	29.2%
Geography	22.2%	14.3%	3.2%
History	36.5%	29.4%	14.1%
French	70.8%	45.8%	25%

TARGET 5: Increased exposure to careers information and ‘cultural capital’ enrichment opportunities raises the aspirations of our disadvantaged cohort.

Although careers opportunity and scope to widen ambition for our students is not targeted solely at the ‘disadvantaged’ cohort, the ‘offer’ and provide ‘access’ to provision is how we measure our success and impact in this area.

Careers Activity Overview For 2021-2022

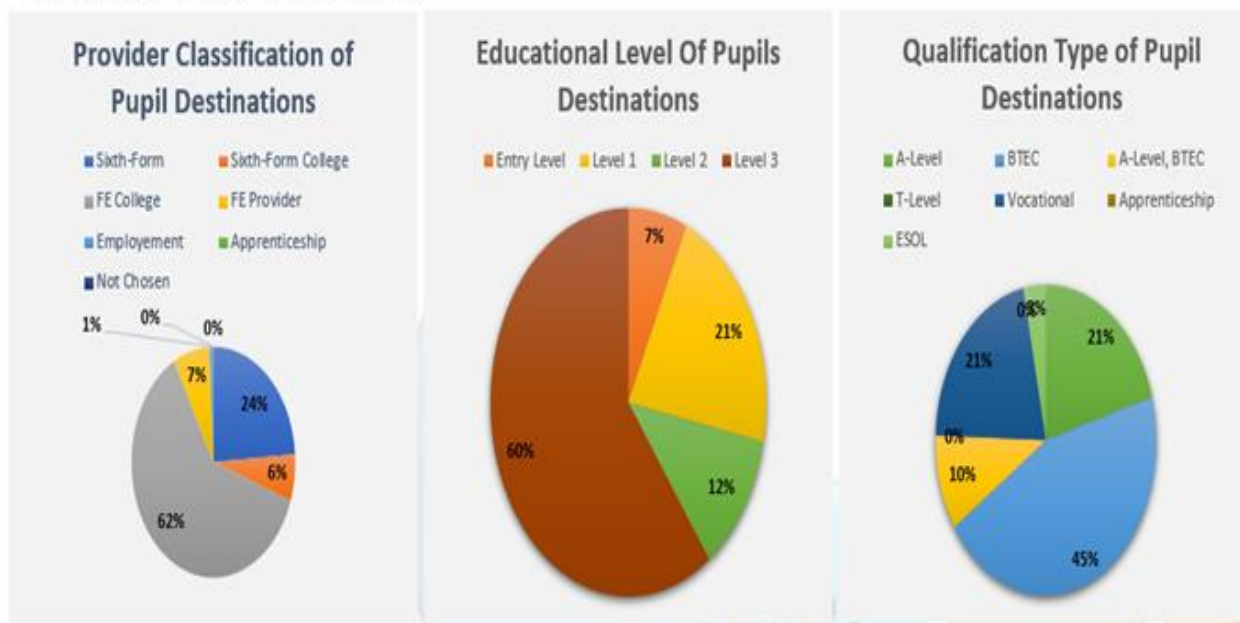


Average Interactions per Student	
Y7 Av Interaction	24
Y8 Av Interaction	23
Y9 Av Interaction	25
Y10 Av Interaction	24
Y11 Av Interaction	9

Number of Interactions Undertaken	Number of Students
1 or less interactions	23
2 or less interactions	10
4 or more interactions	939

As per legislation Year 11s received one to one careers interviews, but we also undertook Year 10 one to one interviews and Year 9 Group Interviews to provide continuous personal support and guidance. Which we are expanding to Year 7 and Year 8 with career focus group lessons where we can begin to introduce personnel guidance. Supported by further targeted support for SEN, Potential NEETs, LAC, etc.

Destination Data For 2021-2022



Academic Year	NEETs	Percentage of Year
2021-2022	2	1.2%
2020-2021	2	1.5%

Any potential NEETs are identified Year 10 and provide focused support including interviews, applications sessions, and pastoral intervention, further supported curriculum interventions. Where appropriate referrals are also made to the RONI team and if need the local authorities CYT team. However, this is reliant on pupil and parental engagement, with the support of HOY and Wellbeing Office Ms Newton and careers advisor.

Externally provided programmes

Programme	Provider
STEM and NHS Careers workshops/online package	The 'Medical Mavericks'
TLC Careers Mentoring	Sheffield Futures
Emotional wellbeing mentoring	Unravel Confidence and skills mentoring

Glossary of Educational Acronyms

PP = pupil premium [funding provided to support 'disadvantaged pupils']. Those who meet the criteria for pupil premium funding to include pupils claiming free school meals at any point in the past six years, looked-after children or previously looked-after children, and children who left care through adoption or other formal route.

Disadvantaged students = those with special educational needs and disabilities (SEND), who meet the definition of children in need of help and protection, are in receipt of statutory local authority support from a social worker.

SEMH = social, emotional, and mental health

SEND = special educational needs and disabilities

NEET(s) = a young person who is no longer in the education system and who is not working or being trained for work.