Goole Academy
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Principal: Julian Harrison

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Pupil Premium Strategy Statement

This statement details our academy's use of Pupil Premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged students.

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 academy.

School Overview

Detail	Data
School name	Goole Academy
Number of students in school	1072
Proportion (%) of pupil premium eligible students	30.5%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2021/2 – 2024/5 (3 years)
Date this statement was published	10th December 2021
Date on which it will be reviewed	1st October 2022
Statement authorised by	Julian Harrison (Principal)
Pupil premium lead	Bob Jackson (Assistant. Principal)
Governor / Trustee lead	Janette Wattam

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£312,285
Recovery premium funding allocation this academic year	£39,005
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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	£351,290

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Part A: Pupil Premium Strategy Plan

Statement of Intent

As an inclusive academy, our intention is to provide an inspirational learning environment with high quality teaching and learning for all. Our Trust ethos is 'changing lives for the better. Our goal is that no child is left behind socially or academically, particularly due to disadvantage. We work tirelessly to remove low expectations, raise lifelong aspirations, and focus on removing barriers to learning and achieving excellence.

Our disadvantaged students enter the academy with lower overall attainment than their peers.

2021-22	Year 9		Year 10		Year 11	
	PPG (KS2 APS)	Non-PPG (KS2 APS)	PPG (KS2 APS)	Non-PPG (KS2 APS)	PPG (KS2 APS)	Non-PPG (KS2 APS)
All students	100.5	102.4	100.9	103.2	98.7	102.3
Boys	100.1	101.6	100.4	103.4	98.3	101.9
Girls	100.9	103.1	101.5	103.0	99.2	102.7
Low Attainers	90.9	89.9	90.3	90.9	89.0	92.5
Middle Attainers	101.2	101.2	100.8	101.9	100.9	101.3
High Attainers	109.6	110.7	109.3	109.1	108.9	110.0
SEN Support	93.8	102.1	95.4	98.6	91.4	96.8
SEN ECHP	N/A	80.0	80.5	N/A	81.0	N/A
No SEN	101.5	103.2	102.2	103.7	101.4	102.8
English First Language	100.2	102.1	100.0	103.7	98.8	102.7
English Additional Language	103.0	103.5	100.5	100.9	95.7	100.3

*No data available for Years 7 and 8 due to SATs not being taken in 2020 or 2021

Our Pupil Premium Plan aims to address the main barriers our children face through rigorous tracking, careful planning, evaluation, targeted support, and intervention. This provides all our children with the access and opportunities to enjoy academic success and maximise their life opportunities.

Our main impact will be through 'quality first' teaching as this will have a positive effect on all students, not just the disadvantaged cohort. To assist disadvantaged students in being able to fully engage with this teaching, we will remove barriers, such as cost, so that disadvantaged students have curriculum equity with their peers.

One way to improve the amount of high quality teaching all students receive is to increase the amount of time they spend studying; either in school or independently. This includes, but is not limited to:
- improving attendance
- offering additional teaching time (afterschool and outside of the normal school week)
- having a robust provision in place for remote learning.

Through our assessment process, we have identified a number of students in Years 7 and 8 with literacy levels well below those expected. A high proportion of these are disadvantaged students. We are putting in place specific intervention for these students to ensure they improve and so are able to fully access the curriculum.

The identified literacy needs of some students demonstrates how our approach is based on diagnostic assessment.
Our intent is to ensure that our disadvantaged students feel involved within both our school and local community and we will use our wide-ranging enrichment activities to promote this.
We understand that the pandemic has had a more significant impact on children from a disadvantaged background. We aim to ensure that we identify and close any identified gaps; be them academic or social.

In response to all of the above, we will:

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- be proactive in identifying the needs of students
- act quickly when a need is identified
- ensure high levels of challenge in the work set for all students
- encourage an approach where all staff take responsibility for the outcomes for our disadvantaged students and have the highest expectations.

Most of our strategies are spread across all year groups, which helps us to avoid the possibility of 'initiative overload' in Year 11 students.

Challenges

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

Challenge Number	Detail of Challenge
1	**Academic outcomes** for DAPs are lower than those for non-DAPs. Since the school became part of Delta Academies Trust in April 2018, we have made significant improvements in our outcomes (and exceeded the national average when figures were last published in 2019). **Progress 8 table:** However, a performance gap is still present between our disadvantaged students and their peers. We are increasing the percentage of DAPs who are entered for the English Baccalaureate (Y10 students - 2019 11% and 2021 27%) and will strive to reach at least 90% during the course of this 3 year plan.
2	**Attendance levels** for DAPs are lower than those for non-DAPs. We are working to improve attendance with all student cohorts. Our DAPs have faced significant challenges during the Covid-19 pandemic.
3	Some students from disadvantaged backgrounds lack **cultural capital**. Nationally, DAPs have been less likely to go on trips/visits where there is a cost involved and subsequently miss out on a range of opportunities. We mitigate against this by offering to pay part of the cost for disadvantaged students. This extends to afterschool activities where DAPs are often unable to attend due to transport issues.
4	**Lower aspirations for post-16 opportunities**. Historically, we have seen that many DAPs choose courses based on proximity to home rather than those best suited for their academic ability. Many lack self-belief in their academic ability and rule out courses at some colleges due to higher entry requirements. High quality careers guidance is in place (and SEND/PP students are targeted first) but all staff need to have an impact on raising aspirations.
5	High levels of **Social, Emotional and Mental Health** problems. As our catchment area includes areas with high levels of deprivation, we have seen a number of cases of students suffering with issues relating to their Social, Emotional and Mental Health. The pandemic and school 'closures' has had a worsening effect on this. Current figures are shown below: For Years 8-11, 10% of DAPs have been identified as having SEMH issues, compared to 4.3% of non-DAPs.
6	**Lower literacy levels** for many DAPs compared to non-disadvantaged. All students are tested in Year 7 and 8 using GL assessment to, amongst other data, ascertain a 'reading age' and standardised score. Historically, our DAPs have entered the academy with a lower APS than their peers and this seems to be mirrored in their reading ages. Details of the standardised reading test results for our current students are below:

Progress 8	2018	2019	2020	2021
DAPs	-0.72	-0.09	+0.02	+0.32
Non-DAPs	+0.07	+0.60	+1.04	+0.89

Year 7	69 - 84	85 - 89	90- 94	95 - 100	101 - 132
DAP	16.5%	3.3%	8.8%	20.9%	50.5%
Non-DAP	15.7%	3.7%	8.4%	17.8%	57.1%

Year 8	69 - 84	85 - 89	90- 94	95 - 100	101 - 132
DAP	19.0%	10.3%	15.5%	19.0%	36.2%
Non-DAP	8.1%	6.1%	8.1%	16.9%	60.8%

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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 among DAPs across the curriculum at the end of KS4, with a focus on EBacc subjects.	We intend to see an improvement year on year in both Progress 8 score and Attainment 8. By 2024/5, Progress 8 score of +0.6 for DAPs and above national figures for grades 4/5 in English and maths. The gaps between Progress 8 for DAPs and their peers will continue to reduce.
DAPs have attendance in line with national average and gap narrowed significantly between them and their peers	Improved attendance year on year and reaching national average by 2024/5 Sustained high attendance from 2024/25 demonstrated by: • the overall attendance rate for all students to exceed national average and the attendance gap between DAPs and their non-disadvantaged peers being reduced to 1.5% or better. • the percentage of all students who are persistently absent being at national average or better and the figure among DAPs being no more than 3% lower than their peers.
DAPs have improved participation in extracurricular events and trips.	All DAPs, who wish to, participating in external trips and visits. Similar proportions attending extra-curricular sessions when compared to non-DAPs but at least 60% by 2024/25
All DAPs receive CEIAG and continue into further training/education appropriate for their abilities/career choices	Maintain 0% NEETs at start of Year 12 for all students. All DAPs accessing appropriate provision.
Social, Emotional and Mental Health problems are identified early and support (internal and/or external) in place when appropriate.	All students identified as needing support with their SEMH have a care plan in place and is shared with teaching staff via seating plan software for ease of access and consistency with learning passports for SEND students. Strong links with external agencies maintained. Improved dialogue between school and parents. At least 2 staff trained in Mental First Aid in 2021/2 Training provided to increase in house counselling provision in 2021/2. Positive qualitative data from student voice, student and parent surveys and teacher observations.
Higher percentage of students reading at or above expected levels due to effective testing and highly effective literacy strategy embedded throughout the school.	DAPs by the end of KS3 have similar reading ages to non-DAPs and 95% or more reading at chronological age by 2024/5 Students tested regularly and results actioned by placing on correct recovery plan from 2021/2 Improvements seen during book scrutiny and engagement in lessons.

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: £*136,000*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching and Learning focus on evidence-based strategies to support **Quality First Teaching**	*Supporting the Attainment of Disadvantaged Pupils (DFE, 2015)* suggests high quality teaching as a key aspect of successful schools. EEF toolkit: Collaborative learning: +5 months	1

![Delta Goole logo]

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Trust Strategy RAG process. Rigorous monitoring, tracking and intervention of student progress through both faculties, and SLT link.	EEF toolkit: Individualised instruction: +4 months Small group tuition: +4 months Extending school time: research +3 months	1
Director support for subjects. To support DAPs to make the positive progress and achieve their target grades. This group will monitor and implement appropriate interventions. • Progress 8 for DAPs in each subject area is positive • Support for curriculum leaders • 121/221/small group interventions with DAPs • Cross-Trust analysis of examination results and performance (including question level analysis) • Cross-Trust analysis and sharing of good practice/strategies	EEF toolkit: Individualised instruction: +4 months Small group tuition: +4 months Extending school time: research +3 months	1
Teaching Assistants not allocated to students with an EHCP are allocated to departments to improve their subject knowledge and be in the lessons where they can have the most impact. Students become more confident in asking/accepting support when seeing the same person in class regularly.	Student voice is positive when referencing support in lessons. EEF toolkit: Teaching Assistant interventions: +4 months	1
Increased access to ICT for DAPs and staff. Increased provision of hardware available for students to borrow, in case of a remote learning scenario and implementation of infrastructure to facilitate remote learning. Training for staff, equipment for staff and setting up of intranet sites for staff and students. DEEP post – Remote Learning created. All students able to access remote learning if needed. All staff able to deliver lessons remotely if required.	During last 'lockdown' it became clear that a significant number of students could not access our remote learning provision due to a lack of devices. After contacting parents of disengaged 'remote learners' we were able to offer loan devices. Subsequent attendance at online learning was as high as 96% EEF toolkit: Extending school time: research +3 months Homework: research +5 months	1
Train all middle leaders to enable them to empower their teams to support DAPs in their subject area • All middle leaders clearly identify DAPs and the support they require. • All middle leaders fluent with data packs for use in RAG meetings.	Empowering middle leaders and increasing their responsibility for the progress of all cohorts (including DAPs) has had a positive effect on outcomes. EEF toolkit: Individualised instruction: +4 months Small group tuition: +4 months Extending school time: research +3 months	1
Purchase of *megaseatingplan.com* Allows all staff to access seating plans which have DAPs clearly identified, key data such as reading age displayed and key documents attached to aid planning	This has provided staff with essential information in an easy and accessible format. Subsequent lesson visits and observations show that the data is being used effectively. EEF toolkit: Collaborative learning: +5 months	1, 6

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Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)
Budgeted cost: £*109,400*

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 or 2:1 support. To enable DAPs to be fully equipped with the skills and subject knowledge they need for their exams. This will be implemented when students require more intense support or where students need to catch up on missed work or reach target grades.	This has been an effective strategy in the previous years with positive progress made. Historically, this has only been offered for English and maths but will be rolled out in other subject areas moving forward. EEF ratings: 1:1: +5 months Individualised instruction: +4 months	1, 4
Comprehensive literacy programme. Accelerated Reading, Reading Recovery and Phonics to improve the reading ages of all learners so they can access the curriculum. Ongoing CPD for staff to support whole school literacy initiatives. Learning Resource Centre manager in place. Literacy DEEP role in place and leading on whole school initiatives. Additional resources purchased for library. Drop Everything and Read Reading (DEAR) routes.	Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject: *Improving Literacy in Secondary Schools* Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English: *word-gap.pdf (oup.com.cn)* EEF toolkit: Reading comprehension strategies: research +6 months Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. **Reading increases a person's understanding of their own identity**, improves empathy and gives them an insight into the world view of others *(The Reading Agency 2015).*	1, 6
GL Assessment purchased and used to collect accurate data and measure progress. Regular tracking will enable us to rapidly diminish differences in reading ages of DAPs and identify students who require intervention.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each student to help ensure they receive the correct additional support through interventions or teacher instruction. EEF toolkit: Reading comprehension strategies: research +6 months	1, 6
Hegarty Maths, GCSEPod, Sparx and other subscriptions. Hegartymaths.com/Sparx gives DAPs access to maths tuition out of hours and can test their own progress whilst allowing teachers to pinpoint any skills gap and progress made. GCSEPod covers almost all our curriculum.	All these platforms have undertaken data analysis to show the effectiveness of their products. Since the school started to subscribe to Hegartymaths.com our maths outcomes have risen. EEF ratings: Extending school time: research +3 months Homework: research +5 months	1
Revision guides provided to all DAPs free of charge. DAPs have access to subject information out of hours and are able to test and check their own progress.	EEF toolkit: Homework: research +5 months EEF suggest +8 months progress for meta-cognition and self-regulation Metacognition and self-regulation	Toolkit Strand	Education Endowment Foundation	EEF	1, 4
Key students mentored by members of SLT.	Data from previous years suggest this was a highly effective strategy and increased progress scores in 100% of the students involved by	1, 2, 4, 5

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Underperforming students identified and assigned a member of SLT as an 'academic mentor'. Regular meetings with students and parents. Progress and attitude closely monitored.	more effective home/school links being established. EEF toolkit: Mentoring +2 months	
Study clubs, Saturday/Holiday Schools and Enrichment Clubs including transport and food. To ensure all DAPs have access to focused in-school revision sessions that will ensure they are fully prepared for their exams. This will ensure their highest possible examination results, which will ensure they have access to Post-16 opportunities and succeed in life. All DAPs are offered 4 enrichment sessions per week. All DAPs attend maths and English holiday study clubs.	As DAPs have been disproportionately affected by Covid-19 and have generally lower attendance than their peers, it seems logical that offering more time with face-to-face teaching will help to address this. Since the school started to take a more disciplined approach to intervention (including rewarding staff), academic outcomes have improved dramatically EEF ratings: Extending school time: research +3 months Holiday schools: research +3 months	1, 2, 4
All students able to access curriculum and enrichment trips regardless of cost. Subsidised (sometimes fully) cost of trips etc. so all students can benefit regardless of social circumstances and increase level of aspiration.	Curriculum trips which have a cost attached are less likely to be attended by DAPs. If the cost can be minimised or removed, there will be greater engagement, which we would expect to see mirrored in results. Participation in other trips will hopefully improve aspirations.	3, 4
Bespoke initiatives. System in place to allow teachers to bid for funding from the Pupil Premium Grant to purchase resources to support learning	In our experience, it is prudent to have a contingency fund available for bespoke initiatives for departments to bid for or to cover unexpected circumstances Staff with successful bids evaluate effectiveness. EEF toolkit: Identified after submission	1, 4, 5, 6
Music lessons All DAPs that take music have opportunity to improve basic skills. Enhance life chances and experience for DAPs.	Students studying music in KS4 have produced excellent outcomes in Year 11 In 2019 (last externally assessed results) progress was +1.48 in music for DAPs EEF toolkit: Arts participation: research +3 months 1:1 tuition: research +5 months Extending school time: research +3 months	1, 3
Subsidised materials in DT and Food for DAPs. This enables all students to fully participate in practical lessons.	DAPs studying Engineering and Hospitality in KS4 have improved outcomes. In 2019 (last externally assessed results), progress was +0.15 in Food and +0.90 in Engineering for DAPs	1

Wider strategies (for example, related to attendance, behaviour, wellbeing) Budgeted cost: £*162,320*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of Attendance and Education Welfare Officer. Embedding principles of good practice set out in DfE's *Improving School Attendance* advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: Extending school time: research +3 months Parental engagement: +4 months	2

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Ensure all identified DAPs with poor attendance to school have access to key staff including Educational Welfare Officer, and if appropriate, attendance monitored by SLT link. The attendance of DAPs to school is significantly below National expectations. Many DAPs have significant social and emotional barriers to learning and are subject to external multiagency plans.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: Extending school time: research +3 months Parental engagement: +4 months SLT mentoring: +2 months	2
Remove external barriers by improving school/home communication. Improved communication with all parents but particularly those of DAPs. Work towards Parental Participation Award.	Improved confidence in the school from parents, since the change of sponsor, has had a positive impact on home/school dialogue. Problems have often been resolved quickly which avoids an escalation of the situation. EEF toolkit: Parental engagement: +4 months	2
Offer consistency through a whole school behaviour policy. Create a purposeful learning environment for all students. Clear expectations and boundaries for students.	EEF Supporting Behaviour in Schools Guidance EEF toolkit: Behaviour interventions: +4 months	1, 2
Careers and Post-16 Guidance. To ensure students are making informed choices about their futures, we will continue with our tailored careers programme which starts in Year 8 and continues throughout. Parental involvement as required. All DAPs to experience CEIAG in each year group through EPC and external sources.	We have involved parents in this process and offer a range of opportunities for students to sample courses available to them after leaving us. EEF toolkit: Parental engagement: +4 months	4
Bridge/PLC. Barriers to attending school are identified and a personal attendance plan is completed. Students who are not ready for secondary school or students who need additional support (in all years) can access supportive and more bespoke provision.	In our experience, a bespoke curriculum package needs to be established for some learners to engage them back into learning and to raise aspirations for future success. DAPs are 4x more likely to be excluded *(Peter Humphries Senior HMI Sec Ed Pupil Premium)*. EEF toolkit: Behaviour interventions: +4 months Social and emotional learning: +4 months	1, 2, 5, 6
Commissioned places/PRU/alternative education. Application for commissioned places for students allowing access to local authority alternative provision. This is to ensure students are engaged in learning in a provision that meets their needs, and to ensure academic outcomes and post 16 pathways. Students have identified key workers who monitor engagement and progress. Improve rates of DAPs transitioning successfully to next phase of schooling, training, or employment. Parental and student views are crucial to success.	Over the last 2 years, alternative provision has reduced the risk of permanent exclusions for 13 students (11 who were disadvantaged). This improves the life chances for those students (and those still in school in many cases). EEF toolkit: Behaviour interventions: +4 months Extending school time: +3 months Social and emotional learning: +4 months Parental engagement: +4 months	1, 2, 4
Attendance First. Implement attendance intervention plans for identified students to ensure that the	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels. EEF toolkit: Extending school time: +3 months	2

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attendance of all DAPs closes the gap with non-DAPs and is in line with their peers. EWO in post with key focus on DAPs.	Social and emotional learning: +4 months	
Offer Emotional Literacy sessions and CBT interventions to students and parents who request it using a qualified counsellor or external agencies. Increasing evidence of Social Emotional Mental Health problems in young people especially following the pandemic. Graduated approach to supporting students. Action plans in place for key students, including referrals to external agencies. Mental Health Champion in post. Regular parental contact.	Student voice speaks highly of student welfare. Staff aware of students with SEMH issues and approaches to take with them in lessons and outside the classroom. Strong parental feedback. EEF toolkit: Social and Emotional Learning: +4 months Extending school time: +3 months Parental engagement: +4 months	5
Positive ethos and rewards. Provide reward scheme that recognises all children and is applied to all DAPS. Regular rewards for achievement on learning platforms and attendance at extra-curricular/revision activities.	Student voice is positive. EEF toolkit: Behaviour intervention: +4 months	1, 2, 3
Sustain a system of rewards and incentives for improved attendance/achievement to school. Personalised rewards and recognition to ensure whole school profile raised.	The Department for Education (DfE) published research in 2016 which found that: • The higher the overall absence rate across Key Stage (KS)2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4. • Students with **no absence** are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than students that missed 10-15% of all sessions Students with **no absence** are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than students that missed 15-20% of KS4 lessons EEF toolkit: Extending school time: +3 months	2
Spare items of uniforms. DAPs access lessons without pastoral or confidence issues. Supply of uniforms/PE kit available to loan. Purchase uniform for students when required to remove barriers to attendance.	The availability of spare uniform and equipment has reduced the numbers of internal exclusions significantly and therefore increased the time in lessons with face-to-face teaching. EEF toolkit: Extending school time: +3 months Social and emotional learning: +4 months	2
Year 7 uniform issued to all new starters. Ensure all Year 7 DAPs access lessons without pastoral or confidence issues	EEF toolkit: Extending school time: +3 months Social and emotional learning: +4 months	2

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Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes Total budgeted cost: *£407,720*
This details the impact that our pupil premium activity had on students in the 2020 to 2021 academic year.

Our internal assessments during 2020/21 suggested that the performance of disadvantaged students had improved from the previous years as shown below:

Progress 8	2018	2019	2020	2021
Disadvantaged	-0.72	-0.09	+0.02	+0.32
Non-disadvantaged	+0.07	+0.60	+1.04	+0.89

Attainment 8	2018	2019	2020	2021
Disadvantaged	29.20	38.91	40.25	42.68
Non-disadvantaged	44.00	49.89	51.18	50.71

We have a high confidence level in these results as our data comes from predominantly exam board materials with known grade boundaries, taken under exam conditions. This data was subject to rigorous scrutiny from within the school and our Trust sponsors to ensure its validity.

The gap between disadvantaged students and their peers has decreased by 0.12 for progress and decreased by 2.95 for overall attainment during that time since the last public examinations in 2019. We were on an upward trajectory as the extensive measures put in place after our change of sponsor began to take effect (as demonstrated by our 2019 performance).

The number of students being entered for EBACC subjects increased last year but is not at the required level yet and remains a target for the duration of this plan. 2019: 10% and 2021: 19%

The impact of Covid-19 has had a negative impact on all our students but particularly our disadvantaged students. During the period of 'school closure', we monitored online learning on a lesson-by-lesson basis and contacted all parents of students who were not participating. Most of these students did not have access to a suitable device to access our remote learning provision (all classes following their normal timetable with live lessons from their teachers). We loaned tablet devices to all these students (predominantly disadvantaged students) but this did take some time so earlier on, they did miss some learning time. After the devices were loaned, we regularly achieved 94% attendance to remote learning sessions.

Our attendance was lower than previous years:

Attendance	2018/9	2019/20	2020/1	Current
DAPs	90.5%	92.4%	88.7%	87.4%
Non-DAPs	95.6%	95.6%	95.4%	92.8%

PAs	2018/9	2019/20	2020/1	Current
DAPs	27.6%	21.2%	34.5%	42.2%
Non-DAPs	9.6%	9.6%	13.8%	27.1%

Improving attendance remains a key focus of the school.

Our assessments demonstrated that the number of student wellbeing and mental health concerns rose rapidly last year, primarily due to COVID-19-related issues. This was particularly true for our disadvantaged students, especially those in examination years. Our safeguarding team and tutors made regular welfare checks and support plans were created and implemented for their return to school.

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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
Relationship and Sex Education	Big Talk Education
Careers Education, Information, Advice and Guidance	Careers Inc.
Mental Wellbeing Ambassadors	www.worthit.org.uk
GCSEPod	Soundbite Group
HegartyMaths	Hegartymaths.com
Sparx	Sparx Learning
CPOMS	CPOMS Systems Limited
GL Assessment	GL Assessment
Accelerated Reader	Renaissance Learning
MyOn	Renaissance Learning
Lexia Learning	Lexia Learning Systems LLC
Read Write Inc. Phonics	Ruth Miskin Training
Log on Move on Careers Portal	Hull City Council and East Riding of Yorkshire Council

Further information (optional)

We used the *EEF's implementation guidance* to help us develop our strategy and will continue to use it through the implementation of our activities.

The issue of the relative underperformance of our disadvantaged students has been given the highest profile this year (and will be in the future until we remove the performance gap between them and their peers in school). It should be stressed though, that the actual performance of our disadvantaged students in the last public examinations (2019) shows that our disadvantaged students were performing well above the National Average.

2019 Disadvantaged Students:

PAs	Goole Academy	National Average
Progress 8	-0.09	-0.45
Attainment 8	38.91	36.68

We will continue to review the effectiveness of this policy throughout the year and will make amendments as required.

There is a built-in contingency fund for projects we have yet to identify. This could be a need identified by the leadership team or from a bid from a department or individual. A previous example of this was the purchase of scientific calculators for students to help them to access learning outside of school.