

## 1. High Quality Teaching

**SIP Priority 1: Teachers will adapt teaching and learning to ensure boys and our most disadvantaged students make progress in their subjects.**

This will be achieved through specific focus on our Quality First Teaching framework:

- Responsive teaching: establishing a culture of regular marking, planned assessment and precise feedback.
  - All teachers will demonstrate fidelity to the expectations of the academy policy.
  - Low stakes assessments that are well planned and provide opportunities to check students learning.
  - Teacher feedback that is precise and promotes progress or independent learning.
- Improving outcomes for all learners by ensuring that students read confidently, frequently and fluently.
  - Planned opportunities for students to access rich and diverse texts, allowing opportunities for students to read and achieve fluency.
  - Students reading more frequently.
  - Interventions for students whose reading ages are below secondary age are well attended, tracked, and measured for impact.

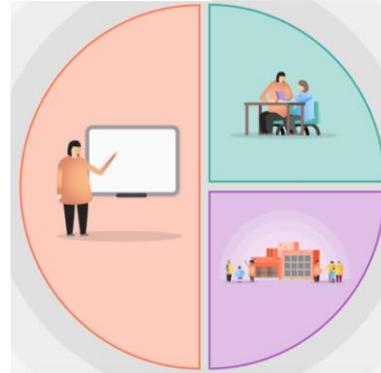


## Pupil Premium Strategy One Page Overview of Our Tiered Approach, 2023 - 2024

*“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils” EEF*

*EEF Toolkit indicates that “reading comprehension” strategies can generate +6 months.*

*The link between absence and achievement for disadvantaged students is clearly established (DFE Research 2016)*

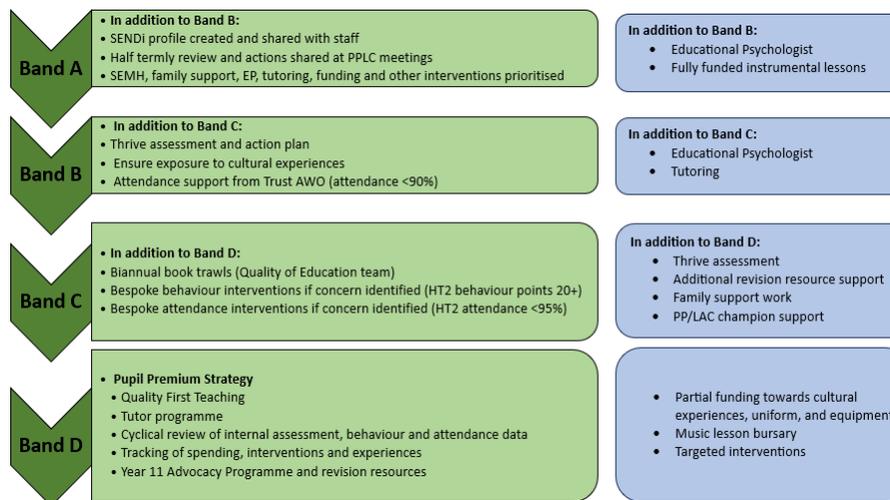


*EEF toolkit indicates that “small group tuition” can generate +4 months.*

*EEF toolkit indicates that “social and emotional learning” can generate +4*

*Increasing parental engagement in schools had an average two to three months*

*NTP Evidence indicates that one to one tuition can be effective, delivering approximately +5 months progress on average.*



## 2. Targeted Academic Support

Structured and targeted interventions that focus on small group and one-to-one support.

- SENDI team interventions, including:
  - THRIVE
  - TATE
  - Targeted reading interventions
  - In class support
- NTP funding and Academic Mentor
- Diagnostic reading assessments
- Year 11 Advocacy Programme to support students with GCSE examination preparation
- PP Book Reviews



All based on the PP Vulnerability Tracker and the Core offer for each band. These are tracked and impact measured on Bromcom.

## 3. Wider Strategies

Behaviour Curriculum

- Behaviour Curriculum
- PP Champion and SLT complete cyclical reviews of attendance and behaviour
- PPLC meetings and review of impact
- Ensuring exposure to cultural experiences:
  - Trips and visits
  - DoFE, CCF
  - Extra-curricular provision
  - Music lesson tuition
  - Tracked through WISER
- Small group SEMH interventions:
  - SEMH specific
  - School counsellor
  - THRIVE and TATE
- Education Psychologist
- LAC Champion
- Support with uniform costs



## Other Key Documentation:

TGAW SIP  
TGAW PPLC Committee Structure  
Pupil Premium Strategy Statement

