

Pupil premium strategy statement 2023/24

This statement details how Nunthorpe Academy spent pupil premium funding to help improve the attainment of our disadvantaged students. The statement outlined our pupil premium strategy, how we intended to spend the funding in the 2024/25 academic year. It also summarises the spending in 2023/24. **The current action plan runs from 2023-2026**

School overview

Detail	Data
School name	Nunthorpe Academy
Number of pupils in school	1413
Proportion (%) of pupil premium eligible pupils	22.7%
Academic year/years that our current pupil premium strategy plan covers	2024/26
Date this statement was published	December 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Trustees
Pupil premium lead	A. Armstrong
Governor / Trustee lead	S. Potter

Funding overview

Detail	Amount
Pupil premium funding allocation 2024/25 academic year	£283,500
Recovery premium funding allocation 2024/25 academic year	0
Pupil premium funding carried forward from previous years	£0
Total budget for the 2024/25 academic year	£283,500

Part A: Pupil premium strategy plan

Nunthorpe Academy Vision: We are committed to becoming outstanding by:

- Ensuring that every student and member of staff can realise, fulfil and exceed their potential in their academic and pastoral lives;
- Guaranteeing that teaching and learning challenges and equips students with the knowledge and skills needed for Higher Education, employment and life-long learning;
- Providing personalised information, advice and guidance (IAG), and offering support whenever it is needed;
- Cultivating a positive atmosphere of mutual respect and success.
- **READY, RESPECTFUL, SAFE** applies to all students at Nunthorpe Academy.

The 2024/25 PPG strategy aspires to address the key areas previously identified and contained within the three-Year strategy. The key principles of the plan are:

- Rigorous challenge of staff through the quality assurance processes ➤ Improving attendance of all students particularly PPG.
- Addressing the progress of PPG students to make progress in line with their peers, and engage parents/carers to support students' achievement and make progress.

Statement of intent
Challenges

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

Challenge number	Detail of challenge																			
1	Achievement / Progress 8. In school Gap -0.89, 2024 exam series.																			
2	Attendance. The attendance of PPG students is not good enough. The Academy Development Plan identified improvement towards the non-PPG figures and the Academy target of 96%. The current gap is -10.5%.																			
3	Parental understanding and support of students in their academy journey. Parents/carers often do not understand the process and/or how to support their child's needs.																			
4	<p>Student engagement/Behaviour for Learning. Reducing the number of PPG students who are not engaged will miss out on key learning opportunities. Percentage of PPG suspended as a percentage of all suspensions, 2023/24.</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 15%;">No. Days</th> <th style="width: 12.5%;">1</th> <th style="width: 12.5%;">2</th> <th style="width: 12.5%;">3</th> <th style="width: 12.5%;">4</th> <th style="width: 12.5%;">5</th> <th style="width: 12.5%;">Perm</th> </tr> </thead> <tbody> <tr> <td>% of suspensions. PPG of whole.</td> <td>66</td> <td>78</td> <td>80</td> <td>100</td> <td>76</td> <td>100</td> </tr> </tbody> </table> <p>This data shows the percentage of the cohort who were PPG. 66% of the students suspended for 1 day were PPG.</p>						No. Days	1	2	3	4	5	Perm	% of suspensions. PPG of whole.	66	78	80	100	76	100
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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
PPG students to have a progress score in line with their peers	<ul style="list-style-type: none"> ● All PPG students make progress in line with their non-PPG peers. ● Learning walks and work scrutiny demonstrate embedding of Education Endowment Foundation strategies, including the agreed Academy foci of metacognition and feedback. ● Greater consistency within departments, and across the whole Academy of metacognition and feedback strategies. ● Use of the BRILLIANT approach is evidenced consistently within departments and across the Academy. ● Academy and trust Deep Dives provide clear evidence of the use and impact of the BRILLIANT approach within and across all departments. ● Consistent use of high quality feedback for students within departments and across the Academy.
PPG students' attendance to reach 96% or better than their peers.	<ul style="list-style-type: none"> ● PPG students will have an attendance figure at least in line with the academy target of 96% or better than their peers. ● PPG students will have a late figure at least in line with the non PPG students, or better.
Parents/carers understand and support students in their academy journey.	<ul style="list-style-type: none"> ● Throughout Years 7 to 11 attendance at parent review evenings, CEIAG /aspiration events and curriculum/options inputs for PPG parents/carers matches the attendance of their non-PPG peers. ● Throughout Years 7 to 11 academy communication software shows PPG parents/carers engage in line with their non-PPG peers. ● Parental feedback demonstrates that parents/carers of PPG students have a positive and constructive experience of Parent Review Evenings.
Student Engagement/ Behaviour for learning data is comparable for PPG students and non PPG students.	<ul style="list-style-type: none"> ● The percentage of suspensions of PPG students are not dissimilar to non-PPG students ● The percentage of students receiving a BFL are not dissimilar to non-PPG students. ● The percentage of students receiving a detention is not dissimilar to non-PPG students. ● The Achievement points for PPG students are at similar levels to non-PPG.

Activity in this academic year

This details how we intend to spend our pupil premium **in the 2024/25 academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention) Budgeted cost: £90,000

In the supporting evidence column the figures refer to the expected months improvement based on the research findings of the Education Endowment Foundation (EEF). This is found here <https://educationendowmentfoundation.org.uk/>. The detail in each column describes the approach.

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Teaching and Learning focus for 2024/25</u>		
<p>EEF tiered approach is adopted as good practice.</p> <p><i>Metacognition</i></p> <p><i>Feedback</i></p> <p><i>Brilliant Approach (including Differentiation)</i></p> <p>Review all QA paperwork to support embedding and review of impact and actions for further CPD</p>	<p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research based possible improvement in learning. This is measured in expected months.</p> <p>Metacognition and self-regulation approaches aim to help pupils think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring and evaluating their learning. (EEF +7)</p> <p>Feedback is information given to the learner or teacher about the learner’s performance relative to learning goals or outcomes. It should aim towards (and be capable of producing) improvement in students’ learning. (EEF +8)</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored - particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective (EEF +3)</p> <p>Good practice shows that quality systems and processes are monitored and challenged with rigour to help create positive outcomes.</p>	<p>This will address challenges 1 and 4.</p>



<p>Non Negotiables - 1 Improve consistency of Implementation 2 Improve Formative Assessment and its consistent application in class 3 Improve the checking of students learning</p>	<p>Good practice shows that quality systems and processes are monitored and challenged with rigour to help create positive outcomes.</p>	
<p><u>Supporting students to achieve in line with their peers.</u></p>		
<p><i>Employment of a nurture teacher. This enables the delivery of the Project Based Learning curriculum and supports students to be 'KS3 and KS4 ready'. Development of the nurture group and related curriculum map across KS3 to improve literacy, numeracy and communication skills to ensure they are</i></p>	<p>As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils. (EEF +3)</p>	<p>This will address challenges 1 and 4.</p>



<p><i>KS4 ready (Project Based Learning).</i></p>		
<p><u>Maths curriculum Strategies</u></p>		
<p><u>Maths Watch and Basics.</u> <i>This is used for home learning for Year 7 through to Year 10 to consolidate their classroom learning.</i></p> <p><i>EEDI- Maths based software to support students in Math skill and processes</i></p> <p><i>Developing and embedding of the academy numeracy policy</i></p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p> <p>Individualised instruction involves different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored - particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum - will be more effective (EEF +3)</p>	<p>This will address challenges 1 and 4.</p>
<p><u>Literacy Strategies</u></p>		
<p><i>A literacy Policy has been developed and will be embedded over the next two years (2023/24-2024/25).</i></p> <p><i>HTLA English - Lexonick Leap Phonic Intervention</i></p>	<p>Reading comprehension strategies focus on the learners’ understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves.</p> <p>Phonics is an approach to teaching some aspects of literacy, by developing pupils’ knowledge and understanding of the relationship between written</p>	<p>This will address challenge 1 and 4.</p>



<p><i>Diagnostic reading support</i></p>	<p>symbols and sounds. This involves the skills of hearing, identifying and using the patterns of sounds or phonemes to read written language. The aim is to systematically teach pupils the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. Phonics emphasises the skills of decoding new words by sounding them out and combining or 'blending' the sound-spelling patterns.</p>	
<p><i>Ambitious and diverse reading curriculum</i> <i>Disciplinary Literacy</i> <i>Reciprocal reading</i></p>	<p>Oral language interventions are based on the idea that comprehension and reading skills benefit from explicit discussion of either content or processes of learning, or both, oral language interventions aim to support learners' use of vocabulary, articulation of ideas and spoken expression.</p>	
<p><i>Student Mentoring</i></p>	<p>Peer tutoring includes a range of approaches in which learners work in pairs or small groups to provide each other with explicit teaching support, such as: fixed role, cross-ability tutoring in which one learner, who is often older, takes the tutoring role and is paired with a tutee or tutees, who are often younger; reciprocal role tutoring, in which learners alternate between the role of tutor and tutee.</p>	

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Budgeted cost: £ 70,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Timetabled intervention for targeted Year 10 and Year 11 students</u>		
<p>Timetabled intervention by Nunthorpe. This will be delivered by Academy teachers.</p> <p>Tutor groups-Y10 and Y11 are subject specific The KS4 progress lead will utilise departmental data to provide targeted specialist subject based support through the pastoral programme.</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This enables the teacher to focus exclusively on small number of learners (EEF +4) This intervention is across exam subjects</p> <p>As noted above the EEF is used to support decisions around the best practices to support our students. Each of these areas can be linked to a research base. This is measured in expected possible improvement in months learning</p>	<p>This arrangement challenge1 and 4</p>
<u>Maths and Literacy Intervention Strategies</u>		
<p>Maths Watch and Maths Basics. This is used for home learning for Year 7 through to Year 10 to consolidate their in class learning.</p> <p>EEDI- Maths based software to support students in Math skill and processes</p> <p>HTLA- English</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons. (EEF +5)</p> <p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p> <p>Phonics is an approach to teaching reading, and some aspects of writing, by developing learners’ phonemic awareness. This involves</p>	<p>This will address challenges 1 and 4.</p>



<p><i>Lexonic Leap Phonic Intervention</i> <i>Diagnostic reading support</i></p>	<p>the skills of hearing, identifying and using phonemes or sound patterns in English. The aim is to systematically teach learners the relationship between these sounds and the written spelling patterns, or graphemes, which represent them. (EEF +4)</p>	
<p><u>Targeted Year 11 homework intervention</u></p>		
<p>Key Y11 PPG students are targeted for a homework and preparation session once a week. These students are targeted using in school data. They have access to resources, support from staff and sixth form and have mentoring to include revision preparation.</p> <p>Access to Resources Computer Access Revision Guides Staff and student support</p>	<p>Homework refers to tasks given to pupils by their teachers to be completed outside of usual lessons. Common homework activities in secondary schools include completing tasks assigned in lessons, preparing for tasks in future lessons, routine coursework, and revision for tests and examinations. Our definition also includes activities such as ‘homework clubs’ where pupils have the opportunity to complete homework in school but outside normal school hours, and ‘flipped learning’ models, where pupils prepare at home for classroom discussion and application tasks (EEF+5)</p> <p>Mentoring in education involves pairing young people with an older peer or adult volunteer, who acts as a positive role model. In general, mentoring aims to build confidence and relationships, to develop resilience and character, or raise aspirations, rather than to develop specific academic skills or knowledge.</p>	<p>This will help to address challenges 1, 3 and 4.</p>
<p><u>External ‘intervention’ tutoring</u></p>		
<p>Literacy Mentor (HLTA) Numeracy Mentor (Academic Mentor)</p>	<p>One to one tuition involves a teacher, teaching assistant or other adult giving a pupil intensive individual support. It may happen outside of normal lessons as additional teaching – for example as part of extending school time or a summer school – or as a replacement for other lessons.(EEF +5)</p>	<p>This will help to address challenges 1 and 4.</p>

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

Budgeted cost: £ 130,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Attendance strategies</u>		
<p>Dedicated time and responsibility of the Trust VP School Improvement. This will add leadership and capacity supporting the team in working to respond to individual needs. Supporting students into better attendance habits.</p> <p>Support With School Attendance</p> <p>Academy Attendance Plan</p>	<p>“Attendance matters not only because it enables the transfer of content knowledge within a particular course or student activity, but attendance provides students with access to other, non- content specific contextual information, resources and relationships that can positively impact their knowledge and sense of belonging”. https://er.educause.edu/blogs/sponsored/2019/4/how-student-attendance-can-improve-institutional-outcomes</p> <p>Financial support to families to Break a cycle of poor attendance or support families</p> <p>Funding to support pastoral teams improves the attendance of students. This will also have a wider effect on the school community.</p>	<p>This will help to address challenges 2 and 4.</p>
<u>Behaviour strategies</u>		
<p>Thrive. Training of Thrive practitioners. This intervention underpins theory, science and skills required to meet the reparative needs of children and young people with interrupted social and emotional development</p> <p>The Bridge. The Bridge activities are designed to break down barriers to learning. This could be behaviour or SEMH.</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils’ interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p>	<p>This will help to address challenges 2 and 4</p>
<u>Wellbeing strategies</u>		



<p>External Counselling Services. <i>This is Social and Emotional support that has been purchased to support Nunthorpe Academy students 5 days per week. Their expertise allows in house counselling to take place.</i></p> <p>Exam preparation sessions and breakfasts</p> <p>Support with Uniform and Shoes</p>	<p>Interventions which target social and emotional learning (SEL) seek to improve pupils' interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. (EEF +4)</p> <p>Ensuring all students are in for exams in a timely fashion and prepared for the academy day.</p> <p>Support for most vulnerable families, as required,</p>	<p>These will help to address challenge 2 and 4.</p>
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Total budgeted cost: £ [283500]

Part B: Review of outcomes in the 2023/24 academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year. This is year 1 of a 3-year plan.

Quality of Education - Progress

Progress remains a focus for 2024/25. The gap for progress was -0.9.

Codes All-whole cohort, T-PPG, F-non-PPG and residual is the progress score. $_{.0.25}$ is $\frac{1}{4}$ grade.

Name	Pupil Premium	Average Grade	Average Points	Residual
Art	All	6-	5.64	0.82
	F	6=	5.86	0.85
	T	5-	4.83	0.69
Biology	All	5+	5.41	0.1
	F	6-	5.67	0.14
	T	4=	4	-0.13
Chemistry	All	5+	5.31	-0.01
	F	6-	5.61	0.08
	T	4-	3.67	-0.46
Computing	All	2+	2.41	-1.16
	F	2+	2.46	-1.2
	T	2=	2.25	-1.02
Design Technology	All	3=	2.93	-0.59
	F	3=	3.06	-0.57
	T	2+	2.44	-0.64
Drama	All	5-	4.84	-0.17
	F	5+	5.29	-0.26
	T	4-	3.6	0.07
English	All	5=	5.01	0.77
	F	5+	5.33	0.78
	T	4=	3.92	0.75
	T	4=	3.92	0.75
Food	All	4+	4.37	0.92
	F	5-	4.79	1.01
	T	3+	3.38	0.72
French	All	4=	4.18	-1.04
	F	4+	4.4	-1.01
	T	2+	2.5	-1.27
Further Maths	All	8=	8	-0.2
	F	8=	8	-0.2

Name	Pupil Premium	Average Grade	Average Points	Residual
Geography	All	4+	4.45	-0.25
	F	5-	4.65	-0.29
	T	3+	3.43	-0.04
German	All	4=	3.99	-0.89
	F	4+	4.18	-0.86
	T	3+	3.27	-1.02
History	All	4+	4.32	-0.22
	F	5-	4.59	-0.25
	T	3+	3.35	-0.14
Literature	All	5=	5.11	0.85
	F	5+	5.44	0.89
	T	4=	3.95	0.69
Maths	All	4+	4.4	0.16
	F	5-	4.73	0.19
	T	3+	3.25	0.07
Music	All	3+	3.4	-1.52
	F	3+	3.4	-1.52
PE Studies	All	7=	6.85	1.84
	F	7=	6.92	1.87
	T	6+	6.33	1.56
Philosophy	All	6-	5.63	0.52
	F	6-	5.81	0.4
	T	5=	4.89	0.99
Physics	All	5+	5.36	0.05
	F	6-	5.64	0.11
	T	4-	3.83	-0.29
Spanish	All	5=	4.92	-0.66
	F	5-	4.83	-0.75
	T	5+	5.33	-0.2

Double Science				
Name	Pupil Premium	Average Grade	Average Points	Residual
Science	All	44+	4.05	-0.11
	F	54=	4.27	-0.15
	T	43=	3.31	0.04

Vocational Single				
Name	Pupil Premium	Average Grade	Average Points	Residual
BTEC Child	All	M=	5.43	1.23
	F	D-	5.9	1.25
	T	P=	3.92	1.16
BTEC Health	All	M-	4.84	0.87
	F	M=	5.07	0.8
	T	P=	4.06	1.11

VCERT				
Name	Pupil Premium	Average Grade	Average Points	Residual
Business	All	L2M=	5.44	1.3
	F	L2M+	5.8	1.31
	T	L2P=	4.17	1.28
Sport	All	L2P=	3.93	0.43
	F	L2P-	3.82	0.34
	T	L2P=	4.25	0.68

Progress of PPG students remains a focus. There were some departments where PPG students achieved better than their peers. Art , Drama and Health and Social are three areas. Students in Child Development and Business also performed well.

2. Attendance

Pupil Premium attendance improved to 82.6% by half term 6, compared with 80.8% in 2022-23. The gap of 10.5% remains a significant area to improve. A Quality Assurance of attendance identified a number of areas to develop. Much work has taken place particularly around internal truancy and persistent absence. A service level agreement has been procured to add capacity to support and challenge the families of Persistent Absent students. Bespoke interventions have been sourced and developed to build resilience. Strategies such as incentives, challenge and relationship building have been employed to boost attendance. The attendance team has been expanded to add capacity and further support families. This has been successfully used to add rigour to the attendance case conference process and actions. The structure of the Pastoral team day has been structured to allow proactive contact with key families, this has been coupled with a more consistent and rigorous home visits plan. The profile of attendance continues to be raised as a whole school team responsibility. Time has been allocated to allow tutors time to call home. Funding is used in a targeted way to break cycles of poor attendance and support families in difficult times to ensure attendance and engage families in a proactive positive way. One such way is using taxis and bus passes to break cycles of Persistent Absences and promote good habits. This area remains a key focus in the school year 2024/25.

3. Personal Development

As of November 2023, 97.2% Nunthorpe Academy Year 11 leavers are in Education or training. This compares to the Redcar and Cleveland figure of 96.4%. The current NEET figures are 0.7% compared to Redcar and Cleveland's figures at 1.9%. The Not in Education, Employment or Training figures this year are 2.3% better than this time last year.

School (11-16) (AA):

2021 to 2022 Sustained Destinations 6 months

%	Nun	R&C	NE	Nat
Total	93	91.6	92.3	93.9
Male	92	90.5		
Female	94	92.9		
Disad	89	84.2		
Non Dis	94	94.9		

Targeted

Nurture group- This is small group teaching that is for students not Secondary ready in Year 7 and then prepares the students for their next steps in Y8 and 9.

Year Group	7	8	9
PPG/class	2/10	3/11	6/10

LSA staff are used throughout the curriculum for individuals but are strategically placed so as to be able to offer wider support.



KS 4 intervention cycle- this is completed both in form time(Intervention Tutor groups) and in targeted interventions after the school day. All PPG students are targeted.

Support by taxi is used to break poor attendance cycles and support families. Through the exam period 2 students had 100% attendance to exams as they were supported in this way.

Counselling- This is offered through A Time For You. 46%, out of 86, of the students who engaged with the service were PPG.

The Bridge Programme successfully reintegrated 6 Y8 students 4 of whom were PPG. 3 of these students have sustained their renewed focus on learning in Y9. In Y9 5 out of 6 of the students were PPG. 2 of these students have gone on to sustain the work and changes to behaviour into Y10

Falcon Rugby sessions - Year 10- This has been sourced for students to help with self esteem and making sure students are emotionally equipped to learn. 50% of these students were PPG.

When questioned the students felt the work was relevant and of purpose to their school journey.

Year 9 to Year 13 Johnson Matthey Event- this was an event day in which Johnson Matthey delivered a series of events for students from Year 10 to Year 13 around STEM and higher and further level study. The PHD level colleagues delivered practical and awareness raising sessions.

The groups throughout the day were from different parts of the school body. Girls into engineering and Y11 to Y13 were targeted to raise aspirations. The HA students in the Y9 activities were very positive around the session they undertook on LED light and water flow.

Other opportunities such as Enterprise and STEM events for Y7 to Y9 engaged all students. Feedback from the provider was very positive in terms of engagement and enjoyment.

4. Wider Outcomes

Shoes and uniform are purchased from PPG funding and funding received from local charities. This ensures students are as far as possible in uniform. This is to secure a sense of belonging and remove any visible barriers.

Revision Guides- These are purchased for all PPG students but are also available free to support disadvantaged students. The English pack alone costs £37.- These are available from the AVP and in Progress Club. Revision cards and other resources are available for all students. This ensures that access to high cost items is not a barrier to engagement and revision.

A parents revision session was delivered by our Vice Principal and supported by the Head of Departments on a carousel.

University visits- Future me Year 10 students are part way through their work raising aspirations and looking at possible next steps- the students have engaged well and look forward to the sessions. Future me is an example of lack of representation at University.

An example of an HA focus for aspiration and competition was the trading game. 10% of this cohort were PPG. The event was very competitive and the event delivery team commented on the high level of engagement from the students.

A small number of Y9 students entered The Rotary STEM competition and came a very respectable second in the NorthEast region. 50 % of this team were PPG.

Careers 1:1 interviews are offered to all Y11 students. Some Y11 students are referred into Redcar for more in depth support. Please see the NEET table above.

The 1:1 interviews are complimented by a comprehensive carousel of local providers to support positive and sustained progression routes. This ranges from Apprenticeships through T Levels to our own 6th form.

DOE Students in Year 9 to Year 10 complete Bronze and Silver. 30% of the Bronze cohort are PPG. Sixth form will soon be offered Gold. The only offer locally.

A Careers Update is shared via classcharts and by targeting individuals. Below is a sample Virtual Careers Fair- <https://ncw2024.co.uk/>

Careers in the NHS- <https://nationalcareersweek.com/nhscareers/>

careers with Nat West- <https://nationalcareersweek.com/natwestgroup/>

NCW TV- <https://www.ncw.tv.co.uk/>

Externally provided programmes

Programme	Provider
Bespoke alternative Ed	River Tees Multi Academy Trust
Bespoke Alternative Ed	Connect2Education
Bespoke Alternative Ed	Strive
Bespoke Alternative Ed	Archways
Bespoke Alternative Ed	Right Trax
Bespoke Alternative Ed	Transitions Hub
Bespoke Alternative Ed	Education Plus