

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

School overview

Detail	Data
School name	Academy@Worden
Number of pupils in school	594
Proportion (%) of pupil premium eligible pupils	31
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	December 2021, Reviewed Sept 2023
Date on which it will be reviewed	September 2024
Statement authorised by	Mr A Hammersley
Pupil premium lead	Mr J Haworth
Governor / Trustee lead	Anne Howden

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£172,238
Recovery premium funding allocation this academic year	£45,160
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	£217,398

Part A: Pupil premium strategy plan

Statement of intent

At Worden our intention is that all pupils, irrespective of their background or the challenges that they face, make good progress and achieve well across all subject.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve their goals, including good progress for those who are already high attainers. We will consider the challenges faced by all our vulnerable pupils particularly those who have a social worker or are young carers. The activity we have outlined in this statement is intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality learning and teaching is at the heart of our approach, with a focus of ensuring that all pupils at Worden receive the highest possible standard of lessons. This is proven to improve outcomes for all but significantly improves the outcomes for disadvantage pupils helping to close the attainment gap.

Our intended outcomes detailed below show that it is our intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the School Led National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge number	Detail of challenge
1	Pupil Premium Promise
2	Quality First Teaching and Learning
3	Improving PP pupils attendance, behaviour and engagement
4	Reading – Improving decoding, fluency comprehension and the love of reading.

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
1 To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>More pupils are taking up the EBAC option – this will be promoted earlier in school and the EBAC subjects will provide pupils with more materials around their subjects, e.g. journals, magazines and careers.</p> <p>DP pupils at Worden will have the opportunity to experience a range of activities and educational visits during their time with us these are outlined in our PP promise. (See page 9)</p>
2. The quality of Teaching will be consistently good across the academy. All staff will be given the opportunity to access relevant CPD to improve their subject knowledge or pedagogy.	<p>During the academy's yearly monitoring cycle, different aspects of the monitoring process will show the quality of teaching and the delivery of the curriculum is good. The following monitoring process will be used to build up this picture.</p> <p>HOF curriculum reviews.</p> <p>Subject deep dives</p> <p>The setting of work on MS teams</p> <p>Appropriate homework setting</p> <p>Learning walks</p> <p>.</p> <p>We will ensure that all pupils are ready for school daily this will include breakfast club, equipment and uniform where appropriate.</p> <p>.</p> <p>Pupils that are electronics deficient will be provided with the equipment needed to access all online learning and homework.</p> <p>Subsidised or free revision guides will be provided to all KS4 pupils.</p> <p>.</p>

<p>3 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To achieve and sustain improved behaviour and engagement for all pupils where appropriate, particularly for our disadvantaged pupils</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> the overall absence rate for all pupils being no more than 7%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%. the percentage of all pupils who are persistently absent being below 17% and the figure among disadvantaged pupils being no more than 2% lower than their peers. We are going to focus on the poor attendance of some DP girls with the aim of improving their engagement and this will lead to improved outcome for them <p>This will be demonstrated by:</p> <ul style="list-style-type: none"> The overall number of fixed term exclusions being reduced The number of internal isolations being reduced The number of rewards increasing The number of pupils being rewarded in G14 increases. DP boys with poor behaviour are going to be target with a range of initiatives to try and engage them more with school and therefore improving their behaviour Form Tutor mentoring of DP pupils in their forms
<p>4. Improved reading for all pupils in the academy particularly for the disadvantaged pupils.</p>	<p>Reading will be given a high priority within all subjects, teachers are being given addition training on the importance of reading in their subject</p> <p>All pupils will be read to by their form tutor at least once a week.</p> <p>Weaker pupils will have access to the accelerator reader programme.</p> <p>A new school Library will be established and be accessible to all pupils Teachers should also have recognised this improvement through engagement in lessons and book scrutiny</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: £39204

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>We will fund professional development and instructional coaching focussed on each teacher's subject area.</p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,3,4

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

Budgeted cost: £61303

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: And in small groups:</p>	1,3,4

<p>school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	
<p>Online educational platforms</p> <p>Online education platforms (Sparx Maths, Languagenut, Bedrock Vocabulary...)</p> <p>HWK club</p>	<p>The EEF shows that Homework has a big impact on progress. Online platforms are a good way to motivate but also monitor students and feedback to parents about pupils' progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/homework</p> <ul style="list-style-type: none"> • https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/reading-comprehensionstrategies 	<p>1,2,4</p>
<p>Accelerated Reader</p> <p>Thinking Reading</p>	<ul style="list-style-type: none"> • Research shows that pupils with low reading in Y7 benefit hugely from Phonics programmes (because of the morphophonemic nature of the English Language) • Research also shows that staff need more training in terms of explicit vocabulary instruction (morphology in particular- see Ending the Reading wars) • 	

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

Budgeted cost: £71731

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>Relevant staff will get training and release time to develop and implement new procedures.</p> <p>Attendance/support officers continue to monitor and try and improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>2,3,4</p>
<p>Collate and analyse the results from pupil surveys on % of the PP promise that they have experienced</p>	<p>Experience from previous year use of these initiatives</p>	<p>1</p>
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	
<p>Homework Club and Homework intervention (with a focus on targeting disadvantaged students)</p>	<p>see Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 8</p>	

<p>Strategically deploy a Behaviour and Attendance Officer to target key disadvantaged students</p>	<p>See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 15,21,30</p> <p>Use of DFE guidance</p> <p>Adoption of strategies which have worked in other schools with similar demographics and contexts</p>	
<p>Provide revision guides and subject booklets (in some curricular areas) for pupils work independently at home</p>	<p>See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 6</p>	
<p>Deliver comprehensive career information through trips to college, assemblies, displays and visitors' presentations</p>	<p>See Further Information: Appendix 2 - Education Endowment Foundation (EEF) – Pupil Premium Toolkit – Approach 2</p>	

Total budgeted cost: £172238

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our internal assessments during 2022/23 suggested that the performance of disadvantaged pupils was higher than in the previous year in key areas of the curriculum. EBacc entry was higher than the previous years but still lower than we wanted and this is an area that remains a priority for the academy.

The academy has worked extremely hard to overcome the negative impact that partial school closure had on our pupils this was particularly seen with our year 11 cohort whose results did not follow the school's trend of recent years. Some groups of pupils were still struggling socially and this is affecting their behaviour and impacting their learning. Pupils however have benefited from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. We continued to mentor PP pupils during form time and we rolled out the programme to all year 11 pupils in order to improve their engagement with school. This impact and our resolution to maintain and improve our high quality curriculum, which has been aided by use of online resources as well as targeted staff CDP and reading of relevant educational literature. Again, this year in the curriculum reviews we have seen a consistently high quality of teaching, a lot of time and money has been spent with departments analysing their curriculums and ensuring that they are offering the very best for all our pupils.

Although overall attendance in 2022/23 was lower than in the preceding 2 years at 83.5% it was in line with the national average (85.5). When all pupils were expected to attend school, absence among disadvantaged pupils was 8% higher than their peers and persistent absence 2.6% higher. These gaps are largely similar to previous years, which is why attendance is a focus of our current plan. The pastoral team have been working with pupils that are regularly absent to try and improve their attendance. We have appointed a Family support worker who will work with the attendance team and they proactively go out and visit families who are struggling with attendance and work with them to get pupils into school. The SLT has been restructured so that one member is responsible for the attendance team

Our continual assessment of pupil behaviour, wellbeing and mental health show that we are still seeing the impact of COVID-19-related issues. This is particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are continuing with these approaches as we work through this plan. We continue to strive to improve the behaviour of pupils using the C system fairly and consistently. During the last G14 initiative we could clearly see an improvement on the year 10 scores and this resulted in the number of rewards increasing. DP mentoring continues to be both beneficial to pupils and staff and we have used this to try and break down individual pupils barriers to learning.

Impact of the use of Pupil Premium

The Pupil Premium is designed to narrow the gap between the most and least disadvantaged students in our communities. The data below, taken from our analysis of the 2023 results reflects the results gained by students who are either in the care of local authority, eligible for free school meals (or have been within the last 6 years) or who are children of parents serving in the Armed Forces.

The quality of teaching has continued to improve with the support of pupil premium funding.

This has been supported by the judgements made in the Ofsted inspection in January 2020. Systems are in place across the Academy to ensure that all staff are regularly updated with information about Pupil Premium eligible students.

Raising achievement and narrowing the gap:

In 2023, 36% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a national average of 45% for disadvantaged students and a national average for non-disadvantaged students of 72% (2022). This is a decrease of 6% on 2012 for our school.

In 2022, 42% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for disadvantaged of 51% & non-disadvantaged students of 75%. This is an decrease of 8% on 2021 for our school

In 2021, 50% of disadvantaged students achieved the basics measure (9-4 in Maths and English) compared with a National figure for disadvantaged of 51% & non-disadvantaged students of 75%. This is an increase of 8% on 2020 for our school.

<u>Progress 8 bucket contribution</u>	English 2022 (19% PP)	English2023 (36% PP)		Maths 2022 (19% PP)	Maths 2023 (36% PP)
PP	0.14	1.02		-0.63	-0.45
nPP	0.16	0.57		-0.05	-0.34
GAP	-0.02	-0.29		-0.58	-0.12

In English, the progress 8 bucket gap between disadvantaged and non-disadvantaged pupils has increased since 2022. Whilst, in maths it has decreased, the performance of disadvantaged pupils has decreased in both subjects. The gap still reflects the variables in relation to the achievement of the disadvantaged pupils in the same classes as non-disadvantaged pupils and often these are beyond the control of the teacher. Some of this can be seen in year-on-year analysis of the results and the fact that a lot of variation comes from external pressures and pupils personal situation. As previously mentioned, the impact of COVID school closures on this year group had a bigger effect on disadvantaged pupils. We are working with all our pupils to ensure that we give them the best educational experience possible

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

ACADEMY@WORDEN PUPIL PROMISE

Extra-curricular club	Attend parents evening	Charitable activity	Attend educational trip	House competition	Demonstrate leadership	School council	Outdoor experience	Read a new book	Represent school	Show kindness	Thank a teacher	Visit a museum	Begin to learn a language	FORM Cook a meal	Letter to yourself in Y11
End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7	End of Year 7

Extra-curricular club	Attend parents evening	Charitable activity	Attend educational trip	House competition	Demonstrate leadership	School council	Outdoor experience	Read a new book	Represent school	Show kindness	Thank a teacher	Visit a museum
End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8	End of Year 8

Extra-curricular club End of Year 9	Attend parents evening End of Year 9	Charitable activity End of Year 9	Attend educational trip End of Year 9	House competition End of Year 9	Demonstrate leadership End of Year 9	School council End of Year 9	Outdoor experience End of Year 9	Read a new book End of Year 9	Represent school End of Year 9	Show kindness End of Year 9	Thank a teacher End of Year 9	Visit a museum End of Year 9	Take part in a STEM opp End of Year 9	Explore career interest End of Year 9	Visit a university End of Year 9	Take part in a STEM opp End of Year 8
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Appendix 2 Education Endowment Foundation (EEF) – Pupil Premium Toolkit

The Sutton Trust-EEF Teaching and Learning Toolkit is an accessible summary of educational research which provides guidance for teachers and schools on how to use their resources to improve the attainment of disadvantaged pupils.

The Toolkit currently covers 30 topics, each summarised in terms of their average impact on attainment, the strength of the evidence supporting them and their cost.

Approach	Cost Estimate	Evidence Estimate	Average Impact	Summary
1 Arts participation	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for low cost, based on moderate evidence.
2 Aspiration interventions	£ £ £ £ £	★★★★★	0 Months	Very low or no impact for moderate cost, based on very limited evidence.
3 Behaviour interventions	£ £ £ £ £	★★★★★	+ 3 Months	Moderate impact for moderate cost, based on extensive evidence.
4 Block scheduling	£ £ £ £ £	★★★★★	0 Months	Very low or negative impact for very low cost, based on limited evidence.
5 Collaborative learning	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on extensive evidence.
6 Digital technology	£ £ £ £ £	★★★★★	+ 4 Months	Moderate impact for moderate cost, based on extensive evidence.
7 Early years intervention	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very high cost, based on extensive evidence.
8 Extended school time	£ £ £ £ £	★★★★★	+ 2 Months	Low impact for moderate cost, based on moderate evidence.
9 Feedback	£ £ £ £ £	★★★★★	+ 8 Months	Very high impact for very low cost, based on moderate evidence.
10 Homework (Primary)	£ £ £ £ £	★★★★★	+ 2 Month	Low impact for very low cost, based on limited evidence.
11 Homework (Secondary)	£ £ £ £ £	★★★★★	+ 5 Months	High impact for very low cost, based on limited evidence.