

22/23 (Autumn 2023) Review of Pupil Premium Strategy Statement from 2021/2, inc. Recovery Premium spending 22/23.

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

School overview

Detail	Data
Number of pupils in school	780
Proportion (%) of pupil premium eligible pupils	19.61%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement for each academic year)	Plan written for 21/22, 22/23 and 23/24.
Date this statement was published	December 2021. Reviewed October 2022 and October 2023.
Date on which it will be reviewed	October 2024
Statement authorised by	Mrs N Tucker, Senior Assistant Vice Principal
Pupil premium lead	Mrs N Tucker, Senior Assistant Vice Principal
Governor / Trustee lead	Mr B Pilkington, Safeguarding and PP Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,270
Recovery premium funding allocation this academic year	£17,690
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£143,960

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all students, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum.

The focus of our student premium strategy is to support disadvantaged students to achieve that goal, including progress for those who are already high attaining students. We will also consider the challenges faced by our vulnerable students, such as those who have a SEND need, those with a social worker and young carers. The activities we have outlined in this statement are intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged students require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged students in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged students' 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 Tutoring Programme for students whose education has been worst affected, including non-disadvantaged students.

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

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

Challenges

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

Challenge number	Detail of challenge
1	Literacy gaps, attainment and progress gaps

	<p>Assessments, observations discussion with staff indicate that disadvantaged students generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>During recent whole school diagnostic assessments PP students in KS3 and KS4 demonstrated poorer reading comprehension than peers. They also demonstrated a wider deterioration in reading comprehension during the recent lock down than peers, falling further behind age-related expectations.</p>
2	<p>Numeracy gaps, attainment and progress gaps</p> <p>Assessments, observations discussion with staff indicate that disadvantaged students generally have lower levels of numeracy than peers. This impacts their progress in a wide range of subjects.</p> <p>During recent subject and whole school diagnostic assessments PP students in KS3 and KS4 demonstrated poor numeracy retention. They also demonstrated a wider deterioration in numeracy during the recent lock down than peers, falling further behind age-related expectations.</p>
3	<p>Attendance</p> <p>Our attendance data over the last 5 years indicates that attendance among disadvantaged students has been between 2-3% lower than for non-disadvantaged students. This has increased to just over 5% during 20-21 and 7.7% in 21-22 and 7.4% in 22-23.</p> <p>The PP v Non-PP gap has been impacted as a result of the national pandemic, despite considerable efforts by the attendance and BfL team to ensure that students were in school. However, attendance remained better than the national picture despite the gap widening in school.</p> <p>Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>
4	<p>Readiness to Learn (equipment, social and emotional support and financial difficulties)</p> <p>Our assessments, observations and discussions with students and families have identified social and emotional issues for many students, as well as financial difficulties.</p> <p>This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. It is also driven by financial difficulties made worse by the pandemic. These challenges particularly affect disadvantaged students, including their attainment.</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.

Intended outcome	Success criteria	Review of outcome
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<p>Literacy & Numeracy To support students in acquiring robust literacy and numeracy skills which underpin achievement in all subjects across the curriculum.</p>	<p>Success to be judged through a narrowing of the in-school gap in attainment between PP and Non PP (based on PA); this relates to pre-existing gaps from KS2 as well as those generated by the pandemic.</p> <p>Gaps to be judged through summative GL assessments, formative and summative in class assessments.</p> <p>Literacy Reading comprehension tests demonstrate improved comprehension skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Numeracy Numeracy tests demonstrate improved numeracy skills among disadvantaged students and a smaller disparity between the scores of disadvantaged students and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>	<p>Review of 22/23 GL assessments undertaken in September 2022 identified PP students who needed catchup.</p> <p>Interventions which have taken place are:</p> <ul style="list-style-type: none"> • Weekly Reading Plus lessons in KS3 • Century Tech lessons in KS4. • School Led Tutoring • In class and small group support for students in maths <p>Data shows the following improvements in literacy over the year:</p> <p>Yr 7 – improvement from 38% to 53% working at or above expected standard. Yr 8 – improvement from 44% to 69% working at or above expected standard. Yr 9 – improvement from 52% to 66% working at or above expected standard.</p> <p>Data shows the following improvements in maths over the year:</p> <p>Yr 7 – 86% made progress including 40% making significant progress towards the expected standards. Yr 8 – 100% made progress including 66% making significant progress towards the expected standards. Yr 9 – 83% made progress including 50% making significant progress towards the expected standards.</p> <p>22/23 primarily focused on literacy and some maths. 23/24 will also focus on support in science (using Oak Academy resources alongside existing school resources), as well as continued support in literacy and numeracy.</p>
<p>Attainment and Progress To continue to improve</p>	<p>Success to be judged through a narrowing of the in-school attainment and progress gaps between PP and Non PP. Aiming for no gap.</p>	<p>Review of 22/23 There have been positive outcomes for PP student in the summer 2023 exams. PP progress has improved from -0.9 to +0.05 in 2022 and -0.45 in 2023. Gaps</p>

<p>P8, A8, Grade 5+ EM and Ebacc uptake for PP students to achieve at least the same as National like for like students.</p>	<p>2024/25 KS4 outcomes demonstrate that disadvantaged students achieve the same as national:</p> <ul style="list-style-type: none"> • P8 in line with national of 0. • Attainment 8 score in line with national of 44.9 (2019 national) • Grade 5+EM of 41.3 (2019 national) • EBacc average point score of 3.9 (2019 national) 	<p>remain across the key performance measures, between PP and Non PP.</p> <p>P8 –0.45 A8 33.8 Grade 5+EM 13% Ebacc uptake 21% Ebacc APS 2.7%</p> <p>Outcomes for 22/23 are lower than in 21/22 because of the cohort involved. Work will continue to support existing cohorts of PP students to achieve well, and in line with national expectations.</p>
<p>Attendance To continue to improve attendance to reduce the in-school gap between PP and Non PP.</p>	<p>Success to be judged through a narrowing of the in-school gap between PP and Non PP. Aiming for no gap.</p>	<p><u>Review of 22/23</u> The gap between PP and non- PP students was 7.4% in 22/23, which is higher than in pre-pandemic years but marginally lower than 21/22 where it was 7.7%. Comparisons to national data show that LHA PP (85.5%) are in line with the attendance of PP nationally (85.3%).</p>
<p>Readiness to Learn To continue to support students' readiness to learn through pastoral, social, emotional and practical support.</p>	<p>Success to be judged through individual students' ability to participate in lessons and extra-curricular activities.</p>	<p><u>Review of 22/23</u> In addition to academic support, students have been supported with equipment, mentors, Forest School and continue to be supported through the SIT meetings.</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: £ 125,605.10

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase of standardised diagnostic assessments (GL progress tests, GL phonics).</p> <p>Training will be provided to the Progress Assistant, other key curriculum and support staff to ensure assessments are interpreted correctly.</p> <p>Phonics training, in the use of Fresh Start Phonics, has been provided for a wide variety of key staff and the academy has also undertook consultancy support from the Ruth Miskin organisation. This will be further developed during 23/24.</p>	<p>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:</p> <p>Standardised tests Assessing and Monitoring Student Progress Education Endowment Foundation EEF</p> <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Reading fluency strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading Fluency EEF</p>	1
<p>Enhancement of our maths teaching in line with DfE KS3 and EEF guidance.</p> <p>We will support teachers in embedding key elements of the guidance in school, and to access Maths Hub resources and CPD offers (including Teaching for Mastery training).</p>	<p>The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:</p> <p>Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk)</p> <p>To teach maths well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help students to develop more complex mental models.</p>	2

<p>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p> <p>All subject areas will work with students to develop disciplinary literacy.</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>	<p>1</p>
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 9,954.90

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Adopting a targeted reciprocal reading programme (Reading Plus, Century Tech) as a reading intervention for disadvantaged students who need additional help to comprehend texts and address vocabulary gaps.</p>	<p>Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p>	<p>1</p>
<p>Engage with the School Led Tutoring programme (23/24 funding: 50% DfE funded via NTP and 50% funded from PP and other funding, not from Recovery Premium).</p> <p>NTP to provide a blend of tuition, mentoring and school-led tutoring for students whose education has been most impacted by the pandemic. A significant proportion of the students who receive tutoring will be</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:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2,</p>

<p>disadvantaged and or SEND learners.</p> <p>We will support individual students who are not meeting age related expectations, by providing additional English, maths and science tutoring to facilitate the narrowing of the gap.</p> <p>A Student Intervention Team drives close collaboration and action across the Academy for those students with the greatest catch-up needs.</p>		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £8,400

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>Attendance/support officers will work to improve attendance.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p>	<p>3</p>
<p>Contingency fund for acute issues (for core subjects, foundation and hardship).</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>4</p>
<p>To continue to support students' readiness to learn through pastoral, social, emotional and practical support through provision of Forest School.</p>	<p>Social and emotional learning (SEL) interventions seek to improve students' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions in Forest School focus on the ways in the student work alongside their peers, but impact on how they work with teachers, family and community.</p>	<p>4</p>

	<p>School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
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Total budgeted cost: £143,960.00

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 students in the **2021 to 2022 academic year**.

Review of 21/22

We have analysed the performance of our school's disadvantaged students during the 2021/22 academic year using key stage 4 performance data and our own internal assessments.

For 2022, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was +0.05. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 46.45

DfE has strongly discouraged comparison of a school's 2022 performance data with results in previous years. The impact of COVID-19 makes it difficult to interpret why the results are as they are. In addition, changes were made to GCSE and A level exams in 2022, with adaptations such as advance information for students and grading that reflected a midway point between grading in 2021 and 2019.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above). The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. For Progress 8, the national average score for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards excellent progress and attainment of the school's disadvantaged students in 2021/22. For the cohort who left this year, we are extremely pleased that the P8 and A8 are significantly higher than national as these outcomes will provide our students with the best opportunities in their next steps and beyond.

EBacc entry for disadvantaged students was 30%, which is considerably higher than in previous years and similar to the non-disadvantaged students in school.

Absence among disadvantaged students was 7.7% higher than their peers in 2021/22. We recognise this gap is too large which is why raising the attendance of our disadvantaged students remains a focus of our current plan.

Our assessments demonstrated that student behaviour improved last year, but challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute. The Academy is focusing a large element of catch up support on improving Behaviour for Learning.

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2024/25, as stated in the intended outcomes section above, this does not necessarily mean that

each outcome will be achieved every year. Each cohort is very different in terms of prior attainment and future capability, therefore, we will continue to treat each student as an individual and support each student to the best of our ability.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on students in the **2022 to 2023** academic year.

Review of 22/23

We have analysed the performance of our school's disadvantaged students during the 2022/23 academic year using key stage 4 performance data and our own internal assessments.

For 2023, the Progress 8 score (which is a measure of how much progress students at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar students nationally) for our disadvantaged students was -0.45 (provisional). For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 35.2.

This year, GCSE grading was intended to largely return to normal in line with plans set out by Ofqual almost two years ago. This is a crucial step forward in ensuring that qualifications maintain their value and students get the opportunities they deserve. This has meant, as expected, GCSE results are lower this year compared to 2022. As the results show and as planned, overall grades are similar to those in 2019, before the pandemic started.

We have, however, compared our results to national figures to help gauge the performance of our disadvantaged students (although these should be considered with caution given the caveats stated above):

The school Attainment 8 for 22/23 was 33.8. The national Attainment 8 score for disadvantaged students in 2021/22 was 37.5 and for non-disadvantaged students it was 52.6. In 2022/23 the national Attainment 8 score for non-disadvantaged students was 50.2. Data for disadvantaged for like-for-like comparisons is not currently available for 2023.

The school Progress 8 for 22/23 was -0.45. The national P8 score in 2021/22 for disadvantaged students was -0.55 and for non-disadvantaged students it was 0.15. In 2022/23 the national P8 score for non-disadvantaged students was +0.03. Data for disadvantaged for like-for-like comparisons is not currently available for 2023.

Key stage 4 data and our internal assessments suggest that some strong individual performances contributed towards average progress and attainment of the school's disadvantaged students in 2022/23. For the cohort who left this year, we are disappointed that the overall cumulative P8 and A8 are not as positive as in 21/22 but the vast majority of disadvantaged students performed in line with expectations. The cumulative data is somewhat misleading; the removal of data for just 2

students returns the P8 to 0, which is in line with all other students. All disadvantaged students have been supported to their next destination.

EBacc entry for disadvantaged students was 20%, which similar to the non-disadvantaged students in school at 29%.

Absence among disadvantaged students was 7.4% higher than their peers in 2022/23. However, it should be noted that the attendance for All was higher than national and the LHA attendance for PP was in line with national PP, therefore generating a wider in school gap than national. We recognise this gap remains too large which is why raising the attendance of our disadvantaged students remains a focus of our current plan.

Challenges around wellbeing and mental health remain significantly higher than before the pandemic. The impact on disadvantaged students has been particularly acute. The Academy is focusing on support all students with the introduction of the CAP and the link to the ready to thrive programme.

These results mean that whilst we have achieved some of the outcomes that we set out to achieve by 2024/25, as stated in the intended outcomes section above, this does not necessarily mean that each outcome will be achieved every year. Each cohort is very different in terms of prior attainment and future capability, therefore, we will continue to treat each student as an individual and support each student to the best of our ability.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the activity in this academic year section above. These include additional focus on more maths and science intervention, in addition to the continued focus on literacy.