

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 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	Neale-Wade Academy
Number of pupils in school	1433
Proportion (%) of pupil premium eligible pupils	33
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	1 December 2021
Date on which it will be reviewed	1 July 2022
Statement authorised by	Graham Horn
Pupil premium lead	Mrs Sam Mandley
Governor / Trustee lead	Mrs Katherine Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£359,080
Recovery premium funding allocation this academic year	£57,058
School Led Tutoring Grant	£47,790
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	£463,928

Part A: Pupil premium strategy plan

Statement of intent

Neale-Wade Academy Pupil Premium Strategy

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across the curriculum, particularly in English and Maths and the Ebacc. subjects.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also 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 pupils 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 pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our school improvement plan also identifies reading as a key factor in dictating success as well as a focus on improving behaviour. This, alongside giving our students access to cultural, careers and enrichment opportunities, particularly those that are disadvantaged, will lead to improved confidence and therefore pride in their achievements. We are an Opportunity Area school and we are aware of the challenges this brings to families living within Fenland.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the 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 that they are set
- 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

In summary, our strategy identifies 5 priorities:

- 1. Reading – Improving reading ages to expected chronological age**
- 2. Progress - All KS3 students to achieve 'securing' by the end of KS3 and KS4 students to A8 of 4.0 by end August 2022**
- 3. Behaviour and Attitudes– There is no difference in behaviour between pupil premium and non-pupil premium students**
- 4. Attendance - Close the gap between pupil premium and non-pupil premium for attendance and persistence absence. PA to reduce to national (15%)**
- 5. Enrichment –Increase the % of students attending enrichment activities, careers events and other opportunities**

Challenges

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

Challenge number	Detail of challenge
1	<p>Pupil Premium students have readings ages of at least one year below their expected chronological reading ages. This suggests that many lower attaining students lack the ability to access reading materials and content in lessons resulting in significant knowledge gaps.</p> <p>On entry to year 7 in the last 2 years, our pupil premium students arrive with below age-related reading expectations compared to their peers. School closures and limited access to reading material has compounded this gap.</p>
2	<p>Pupil premium students attain less well than non-pupil premium students across all subject areas including English and Maths. In 2019, The A8 gap was -1.0 and this has fallen to -0.7 in 2021. The gap between % of students achieving at least a grade 4 in both English and maths was -30.6% in 2019 and -18.8% in 2021.</p>
3	<p>Over the last 3 years, pupil premium students have had lower school attendance than non-pupil premium students by about 4% each year. In the first half term of 2021 pupil premium attendance was at 84.1% and non-pupil premium 88.4%. Persistence absence is also much higher among pupil premium students, 26.6% in 2018 (pre pandemic) and 24% in 2020. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged students' progress.</p>

4	Pupil premium students receive more negative behaviour points than non-pupil premium and also less positive achievement points (50% difference).
5	Our assessments, observations and discussions with students and families have identified that due the pandemic, students have had less opportunities in terms of enrichment activities such as the arts and sport. These challenges particularly affect disadvantaged students.
6	Our observations and assessments identify that pupil premium boys have greater challenges than pupil premium girls across all measures.

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
Pupil premium students read at their chronological age	The reading age gap is reduced to less than 0.1 year by the end of Year 9
A8 gap closes between pupil premium and non-pupil premium	A8 gap is reduced to less than 0.2 by the end of Year 11
The gap in % of students achieving both English and Maths reduces	Gap % of students achieving both English and Maths at grade 4+ is reduced to less than 10%
Attendance gap closed between pupil premium and non-pupil premium	The difference between pupil premium and non-pupil premium attendance is less than 0.5%
Poor behaviour is reduced for pupil premium students	There is no difference in numbers of removals from class between pupil premium and non-pupil premium
Pupil premium students receive more positive behaviour points	There is no difference in numbers of positive achievement points between pupil premium and non-pupil premium
Increased number of pupil premium students attend enrichment activities	Pupil premium students are as likely to take part in out of school opportunities as non-pupil premium students
The gap between pupil premium boys and pupil premium girls closes for all measures	The gap between pupil premium boys and pupil premium girls closes for all measures

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: £192,761

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for all staff to understand what being pupil premium means including links to SEND students	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/within-class-attainment-grouping To support the progress of students in the classroom, teachers should know the demographics of the students in their groups.	2
Tracking of all pupil premium students using Edukey	Teaching metacognitive strategies to pupils can be an inexpensive method to help pupils become more independent learners. There is particularly strong evidence that it can have a positive impact on maths attainment: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	1
Thinking Reading programme to target all students	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also use 5-7 minutes of reading per lesson to support the reading of the students in their classes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	1
Create Corrective Reading class for PP students not in Thinking Reading programme in 7,8,9		1
Ensure all PP students have an appropriate reading book		1
Implement a paired reading programme aimed at KS3 PP students		1

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

Budgeted cost: £64,474

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention programme through English, maths and Science at KS4 for underperforming pupil premium students to include school led tutoring	Current data (mock results Nov 2021) suggests a 12% gap between % of students achieving a grade 4 in both English and Maths. There is also a 0.9 Attainment 8 gap. https://www.gov.uk/government/publications/school-led-tutoring-grant	2
Intervention and mentoring programme for students at KS3 to include the Brilliant Club Scholars programme for Year 9	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition https://thebrilliantclub.org/evaluation/programmes-evaluation/	2
Academic mentoring at KS3 for Maths and Science	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Academic mentor for Maths appointment January 2022	2
Ensure all students have the equipment and kit to access the curriculum e.g. catering ingredients, stationary, book, bag for kit etc	Disadvantaged students cannot afford to access the curriculum due to the costs of uniform (PE), IT or equipment for lessons. Further disadvantage would result if we were able to support them financially.	2

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

Budgeted cost: £202,973

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teachers aware of pupil premium students and award points appropriately	Reduction in the gap between non-pupil premium and pupil premium students suggest better understanding from staff about the demographics of their groups. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour	4
Mentoring of identified student group to reduce poor behaviour choices	Our students benefit from one to one support and mentoring. Results are often seen in terms of improved attendance to school and lessons as well as improvements to wellbeing. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	4
Behaviour support programmes for identified students		4
Identify pupil premium students with 90-92% attendance in each Year group and implement mentoring programme	Currently covid absences are having an impact on attendance across all year groups. Attendance for pupil premium students, across all years was at 84% at the end of Autumn term 1, 2021 compared to all students at 88.5%.	3
Intervention measures with pupil premium students with PA>15%	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	3

including mental health support	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	
After school enrichment programme targets PP students	<p>Pupils value this programme as well as the wide range of after-school enrichment clubs available to them. (Ofsted 2021)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning</p>	5
PP students on CEIAG events including university visits	<p>2.8% of students were NEET in 2020. Initial data from 2021 (Year 11) suggests 1.5% of students are NEET and all of these are pupil premium.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>https://d2tic4wvo1iusb.cloudfront.net/documents/guidance/Careers_Education_summary_infograph.pdf</p>	5
All PP students to have at least one personal guidance meeting per year during 9,10,11 &12		5

Total budgeted cost: £ 460,208

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.

- *The A8 gap between pupil premium and non-pupil premium continues to fall slowly*
- *Pupil premium students achieving Both English and Maths at 4+ continues to increase but remains steady at those achieving 5+. The gap again continues to decrease.*
- *Progress was made by students in Years 7-10 with the new reading programme as the gap between their reading age and chronological age decreased*

	P8	A8	P8	A8	P8	A8	P8	A8
Group	2018		2019		2020		2021	
Pupil Premium	-0.5	3.3	-0.5	3.5	-0.2	3.8	-	4.1
Non-Pupil Premium	-0.1	4.4	-0.1	4.5	0.2	4.7	-	4.8
Gap	-0.4	-1.1	-0.4	-1	-0.4	-0.9		-0.7
PP Boys	-0.9	2.9	-0.8	3.2	-0.5	3.5		3.6
PP Girls	-0.6	3	-0.3	3.6	0.1	4		4.5
CIC	-0.5	3.3	-0.5	3.5	-0.2	3.8	-	2.5
Service	-0.1	4.4	-0.1	4.5	0.2	4.7	-	

Summer School – Summer 2021

Two Summer School weeks were organised:

1. Rising Year 8 - 2 – 6 August. Over 60 pupil premium students were invited and 35 students attended for at least one day during the week
2. Rising Year 7 – 16 – 20 August. All students were invited and over 60 students attended for at least one day during the week. 28 of these were pupil premium students.

The activities that took place during both weeks were:

- Maths and English support sessions
- Sports based activities
- Arts based activities
- Cooking
- Subject based activities
- Transitional activities such as a tour of the school.
- Trip to Grafham Water Outdoor Centre

The Summer school was staffed by our own staff including qualified teachers and LSAs. We also employed external providers to support the activities including Ipswich Town Football Club and 20Twenty Productions Ltd. The latter provided arts based activities for Year 7 and a robotics challenge for Year 8.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	Supported students through pastoral teams and student welfare where necessary. Students were given revision guides and have access to school led tutoring. Students are prioritised for opportunities including university trips.
What was the impact of that spending on service pupil premium eligible pupils?	Students know where to access support when they need it. Attendance data in academic year 2021 is good for most service children.