

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2024 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	1317
Proportion (%) of pupil premium eligible pupils	34.6%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2024
Date this statement was published	October 2022
Date on which it will be reviewed	October 2024
Statement authorised by	Graham Horn
Pupil Ppremium Lead	Claire Howlett
Governor / Trustee lead	Mrs Katherine Nightingale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£440,910
Recovery premium funding allocation this academic year	£120,060
School Led Tutoring Grant	£29,970
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	£590,940

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 a **Priority 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 in line with age related expectations by the end of KS3 and KS4 students to A8 of 4.0 by end August 2024**
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	Pupil Premium students have readings ages of up to one year below their expected chronological reading ages on average. This suggests that many lower attaining students lack the ability to access reading materials and content in lessons resulting in significant knowledge gaps. On entry to year 7 in the last two 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.
2	Pupil premium students attain less well than non-pupil premium students across all subject areas including English and Maths. In July 2023 PP students achieved a A8 score of 2.96 as opposed to non-PP students who achieved a score of 3.98 which is a gap of -1.02. The whole school score was 3.68. The Progress 8 score for PP was -1.07 as opposed to a non-PP P8 score of 0.45 which is a gap of -0.62. The whole school score was -0.62.
3	Over the last four years, Pupil Premium students have had lower school attendance than non Pupil Premium students. The gap in attendance has increased from 4.6% to 6.01%. In 2021/2022 PP attendance was 84.2% against whole school of 88.8% whereas in 2022/2023 it was 81.5% against 87.6%.
4	Whilst the data shows PP students achieved roughly the same reward points in 2023 that non-PP students, (this gap has now closed) the number of negative behaviour incidents was higher for PP students than for non-PP students. 16,544 P1s were given to all students last year: 5416 were given to PP students and 11,118 were given to non-pp students which is 32% - in line with our PP numbers, so this suggests there is no difference in positive behaviour episodes between the two groups now. However, there were 1465 C3 relocations and 802 of them were for PP students which is 54.7%, suggesting that the proportion of PP students misbehaving is much greater and more work needs to be done here.

	More PP students are also receiving more suspensions (14.3% as opposed to 7.8%).
5	Our assessments, observations and discussions with students and families identified that due to the pandemic, students had fewer opportunities in terms of enrichment activities such as the arts and sport. These challenges particularly affect disadvantaged students. However, last year our data shows that in most clubs, 30% of students attending were PP students which is in line with our figures. On average Pupil Premium students spent 0.4 days out on trips last year. The greatest number was 21 days out for one student. 159 PP students went on some sort of trip outside of the Academy. Of these 159 the average number of days out was 3.18. However this is a small percentage of the total number of 449 students. Therefore, there have been some successful steps forward in this area of the strategy but more needs to be done.
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 (this was achieved in 2022-2023)
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. (this was achieved in 2022-2023)
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	Lead	Challenge number(s) addressed
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	HOY	1
Thinking Reading programme to target all relevant PP students who need phonics intervention	Improved reading comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers results in greater achievement across subjects. Teachers should also use 5-7 minutes of reading per lesson to support the reading of the students in their classes.	CEH	1
Create Corrective Reading class for those PP students who need it according to diagnostic testing	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4	CEH	1
Ensure all PP students have an appropriate reading book and regular access to the library.		CEH	1
Implement AR to increase motivation to read among PP students.			
Continue with the modelled reading in tutor time.			
			1

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

Budgeted cost: £64,474

Activity	Evidence that supports this approach	Lead	Challenge number(s) addressed
Create intervention programme through English, maths at KS4 for underperforming Pupil Premium students to include school led tutoring and provision of materials; information sharing and access to GCSE Pod; Sparks Maths and Educake for revision and homework	Current data (end of Year 10 data) suggests 12% pupil premium students are achieving a grade 4 in both English and Maths compared with 27% of non-pupil premium. There is also a 1.0 Attainment 8 gap. https://www.gov.uk/government/publications/school-led-tutoring-grant	LE/CEH	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/	SM	2
Small group and One-to-one tutoring at KS3 & KS4 for Maths	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Effective deployment of Maths Intervention Assistant to target PP students.	LE	2
Ensure all students have the equipment and kit to access the curriculum e.g. catering ingredients, laptops, PE Kit, 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.	CEH	2

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

Budgeted cost: £202,973

Activity	Evidence that supports this approach	Lead	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	All QA – CEH/H OY	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	KGA/JT	4
Behaviour support programmes for identified students		KGA	4
Identify pupil premium students with 90-92% attendance in each Year group and implement mentoring programme	Attendance for Pupil Premium students, across all years was at 81.5 %, compared to all students at 87.5% last year https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring	SM	3
Intervention measures with pupil premium		SM	3

students with PA>15% including mental health support			
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>	STH	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>	HP	5
All PP students to have at least one personal guidance meeting per year during 9,10,11 &12		HP	5