

Unsworth Academy - Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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 2024-25

Detail	Data
School name	Unsworth Academy
Number of pupils in school	978
Proportion (%) of pupil premium eligible pupils	31.9 %
Date this statement was published	September 2024
Date on which it will be reviewed	September 2025
Statement authorised by	Mr A Fair - Principal
Pupil premium lead	Mr T Orrell - Assistant Principal
Academy Councillor / Trustee lead	Mr K Bardsley - Chair of Academy Councillors

Part A: Review of Outcomes in the previous academic year 2023/24

Funding overview 2023-24

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium funding)	£ 280,345.00
Recovery premium funding allocation this academic year	£ 16,329.67
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	£ 296,674.67

Area	Impact
<p>Teaching Budgeted Cost: £131,000</p>	<ul style="list-style-type: none"> • 2023/24 GCSE outcomes show that performance of PP cohort (-0.09) was almost in line with overall national average for all pupils (0.01). The gap that exists nationally was virtually eradicated at Unsworth in 2023/24. • The narrative in the two previous academic years was slightly different. In 2021/22 and 2022/23 performance of Unsworth Academy PP cohorts was markedly better than national average for PP cohorts. It was, however, short of the national average for all pupils. Over these two years, an approximation would be that the national gap was halved at Unsworth. • In 2022/23 Progress 8 for Unsworth Academy PP cohort was -0.37 against PP national average of -0.57 and against all national average of -0.03. • In 2021/22 Progress 8 for Unsworth Academy PP cohort for all subjects studied was -0.18 against PP national average of -0.55 and against all national average of -0.01. • The overall Quality of Education for all year groups continued to improve in 2023/24. Self-assessment, verified by external Shaw Education Trust scrutiny, found that the proportion of Good to Outstanding provision increased. • Standards of literacy and numeracy improved across all year groups, for both disadvantaged and non-disadvantaged cohorts. • For a second successive year, all students were provided with iPads which particularly removed barriers to learning for disadvantaged learners. • All PP learners at Key Stage 4, were provided with subject revision guides. As well as Year 11 PP learners making good progress in final exams, Year 10 PP learners are now in a good position to thrive in their final year. • The quality of reading instruction across the curriculum improved significantly. This improvement was led by our English Lead Practitioner who delivered impactful CPD to all departments. • Near 100% completion of Gatsby Benchmarks for PP learners. • Destination data for 2022-23, 99.4% of the whole cohort are in EET, with 100% of PP in EET.

<p>Targeted Academic Support Budget total: £66,000</p>	<ul style="list-style-type: none"> • PP learners benefitted from Period 6 (after-school) provision and holiday classes at Easter and May Half Terms. • Heads of Progress supported disadvantaged learners in a multitude of ways. One of the most impactful was the Y11 mentoring cohort. • Teachers across the curriculum had a particular PP focus whilst implementing wave 1, 2 and 3 interventions to boost achievement.
<p>Wider Strategies Budgeted Cost: £99,674.67</p>	<ul style="list-style-type: none"> • In 2023/24 attendance of our PP cohort was 88.3% Against a national PP average of 86.2%. • Whilst significantly higher on a like-for-like basis, this rate of attendance was markedly lower than national average for all pupils of 90.8%. • This built on two similar previous years in 2022/23 and 2021/22, when national average was surpassed on a cohort like-for-like basis but fell short of national average for all pupils. • The number of PP learners whose cultural capital was boosted through curriculum enhancement in 2023/24 increased. • Our tracking system demonstrated that in 2023/24 85.8% of our PP cohort accessed nine or more enrichment activities. This was up from 62.9% of PP cohort in 2022/23. These figures are in-line with enrichment participation totals for non-disadvantaged cohorts.

Part B: Pupil Premium Strategy 2024-25

Funding overview 2024-25

Detail	Amount
Pupil premium funding allocation this academic year (including service pupil premium funding)	£ 296,589
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	£ 296,589

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve excellent educational outcomes across the curriculum. Furthermore, we seek to instill our academy values; be excellent, be organised, be resilient, be kind, be inclusive and be moral.

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. The activity we have outlined in this statement is 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, such as literacy and numeracy. 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.

Whilst pandemic recovery is still a focus for pupils whose education was compromised, we also lay significance on supporting disadvantaged families during the cost-of-living crisis and to remove the digital divide between the disadvantaged and non-disadvantaged.

Within our strategy we aim to provide a wide range of diverse cultural experiences, to enable learner's education to be holistic and ensure that they become well rounded members of the community.

Our approach will be responsive to common challenges and individual needs. 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'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 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 learners.

Challenge number	Detail of challenge
1	The progress of disadvantaged learners in English and Maths at KS4 is below that of the non- disadvantaged.
2	Attendance of disadvantaged learners is below that of the non-disadvantaged learners, and this is impacting on the progress of the disadvantaged. Engaging all parents/carers, especially the hard-to-reach families, will help support their child's academic learning.
3	Improve the quality of teaching and learning from good to outstanding by developing our adaptive teaching strategies to improve outcomes particularly for our PP and SEND learners. Department Deep Dives across all curriculum areas monitor Quality First Teaching. These involve curriculum meetings, work scrutiny, observations, student voice and progress meetings. All of which provide a rigorous overview of the intent, implementation, and impact of each department. Key action points arising from the process drives school improvement.
4	Identify and close specific gaps in skills and/or knowledge through high quality teaching, feedback, and assessment. Department time is calendared for staff to address both class and individual intervention strategies.
5	Tracking the progress of the disadvantaged in all year groups 7, 8, 9 & 10. Heads of progress/Pastoral Managers for each year group will interview every disadvantaged learner to identify the individual challenges they face. This will lead to bespoke support to remove any barriers to learning, both in school and at home.
6	Year 11 Mentoring. Analysis from the Summer 2024 end of year 10 examinations identifies a Year 11 disadvantaged cohort who are underperforming. Teaching and support staff are assigned as mentors to support these learners through their GCSE exams.
7	Raising the aspirations of the disadvantaged. The disadvantaged are more likely to come from families who have little or no experience of higher education. Consequently, going to University can be seen to be an unrealistic goal. Hence disadvantaged learners often need extra support to make them fully aware of their options as part of the CEIAG programme.
8	Significant rise in learners of all ages with social, emotional, and mental health (SEMH) needs post pandemic. Services available have diminished or waiting times have increased exponentially.

9	To remove the digital divide between disadvantaged and non-disadvantaged learners.
10	Higher cost of living has made uniform unaffordable for some families, along with the standard school equipment. Also, funding can be a barrier to expanding their cultural capital.
11	Improve the level of literacy and numeracy across all years and promoting reading. Post pandemic has seen a rise in numbers of learners with lower levels of literacy and numeracy entering in Year 7.
12	Attendance of the disadvantaged at extra-curricular and enrichment activities can be inconsistent. Closer monitoring of take-up will identify learners who need additional direction to increase their cultural capital.

Intended outcomes

This explains the outcomes we are aiming for **by the end of 2024/25**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved progress amongst disadvantaged learners across the curriculum at the end of KS4, with a focus on Maths and English. (Challenges 1, 3, 4, 5, 6, 11)	<ul style="list-style-type: none"> Improved Progress 8 scores* for PP cohort This to include overall P8* as well as P8* scores in English and Maths The above scores to be significantly better than national average for PP cohorts and closing in on overall national average for all pupils. (* P8 scores generated using CAT4 tests in the absence of KS2 SATs)

<p>To achieve and sustain improved attendance for all learners, particularly our disadvantaged learners. Also, to engage all parents/carers, especially the hard-to-reach families, to help them to support their child's learning. (Challenge 2)</p>	<ul style="list-style-type: none"> • Improved rates of attendance for PP cohort. • Attendance rates to be significantly better than national average for PP cohorts and closing in on national average for all pupils.
<p>To remove barriers to learning for the disadvantaged, including uniform, equipment, access to school trips, digital divide, CEIAG opportunities, etc. Ensuring all learners have high aspirations and have increased their cultural capital. (Challenges 7,9,10,12)</p>	<ul style="list-style-type: none"> • PP have the necessary financial support and encouragement to access any extra-curricular activities, enrichment, uniform, and equipment. • All learners to have an i-Pad and be trained on how to enhance their learning using them. • PP learners will access a high quality CEIAG programme and have first access to one-to-one support. • Significant increase in participation in extracurricular and enrichment activities, particularly for the PP.
<p>To improve the Literacy & Numeracy of all learners with a focus on disadvantaged and EAL cohorts. (Challenge 11)</p>	<ul style="list-style-type: none"> • Embedding the whole school reading strategy, using SPARX reading programme. For those learners with a reading age of 2 or more years below their chronological age, additional intervention is put in place. For those joining in Year 7, by the end of year 9, learners are to have a reading age at or above their chronological age. • Literacy lead teachers to work with departments to develop whole school strategies to improve literacy. • Numeracy lead teacher to develop bespoke numeracy strategies with individual departments, linking to the Maths curriculum. • Evaluate the progress of all learners with numeracy using Maths SPARX programme.

Identify and support learners of all ages with SEMH needs, with the goal of sustained improved wellbeing for all pupils, including those who are disadvantaged. (Challenge 8)

- All learners with SEMH needs are supported, either in school or externally.
- High levels of wellbeing for all learners, which can be measured by student voice.
- Improved levels of resilience and self-regulatory behaviour as a result of the personal development curriculum.
- Significant reduction in suspensions.

Activity in this academic year 2024-25

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 131,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Investment in the Maths and English teaching teams to incorporate a literacy lead teacher and a numeracy lead teacher, for improving whole school literacy and numeracy.</p> <p>Weekly form time session on SPARX reader, tracking reading engagement and progress.</p> <p>Testing reading age three times a year using 'Literacy Assessment Online'.</p> <p>Improving whole school literacy, with weekly designated Bedrock lessons in Year 7 & 8, and a fortnightly literacy lesson for Year 9.</p>	<p>Literacy and numeracy lead teachers to work with each department, developing consistent approaches across school, where appropriate.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p> <p>Bedrock will closely track the reading age of learners, along with 'Literacy assessment Online', which helps identify those who need more support.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>Closing the Reading gap by Alex Quigley provides some helpful principle that can guide our actions.</p> <p>https://www.theconfidentteacher.com/category/closing-the-reading-gap/</p>	<p>1, 3, 4, 5, 6, 11</p>

<p>Year 7 & 8 – Small group reading taking place during form time.</p>	<p>There are also small reading groups which take place in form time, three times a week, targeting learners with a reading age below 9.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/education-evidence/teaching-learning-toolkit/small-group-tuition&utm_medium=search&utm_campaign=site_search&search_term=small</p>	
<p>We continue to embed our 10 concepts of teaching and learning across all curriculum areas. This academic year there will be a specific focus on developing adaptive teaching strategies through the delivery of our bespoke staff PLC. In conjunction with SET, our SENCO and Teaching and Learning Lead are leading ‘SENDing Pupils Soaring’ – an EEF initiative to improve outcomes for SEND learners through 5 key strategies (Scaffolding, Metacognitive and Cognitive strategies, Explicit Instruction, Use of Technology and Flexible Grouping.) Colleagues will access several training sessions during twilights. On Friday mornings, colleagues will share good practice in relation to these five areas.</p>	<p>Enhancing staff pedagogy will enhance the options when planning lessons, enabling them to be adapted to learners specific learning styles.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/learning-styles</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development?utm_source=/education-evidence/guidance-reports/effective-professional-development&utm_medium=search&utm_campaign=site_search&search_term=effective</p>	<p>1, 3, 4, 5, 6, 9, 11</p>

<p>Departmental Deep Dives take place across all departments in the first term. Ensuring the quality of teaching and learning is good or better.</p>	<p>Robust cycle of observations, work trawls, student voice, curriculum planning and review of outcomes help identify areas of strengths and formulate areas for development.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p>	<p>1, 3, 4, 5, 6, 7, 9, 11</p>
<p>Implementation of the digital strategy</p>	<p>All staff and learners have i-Pads, with staff training focussed on enhance their teaching and learning. All learners benefit from this, and have instant access to electronic resources, both in and out of school.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_search&search_term=dig</p>	<p>9</p>
<p>CEAIG co-ordinator oversees the Careers Strategy, raising learners' aspirations, with an added focus on delivering Year 10 work experience.</p>	<p>The careers programme continues to raise aspirations. Also, Year 10 to complete one full week of work experience.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p> <p>Use compass + to audit the careers provision against the Gatsby Benchmarks.</p> <p>https://www.gatsby.org.uk/education/focus-areas/good-career-guidance</p>	<p>7</p>

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

Budgeted cost: £ 66,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Five Heads of Progress, one for each year group mentor disadvantaged learners who experience barriers to their learning and need additional support. Also, a targeted Year 11 mentoring cohort, using most recent progress data.</p>	<p>Knowing your disadvantaged cohort from day one, enables barriers to be removed, build confidence, and raise aspirations. Teaching and support staff mentor year 11 learners who are underperforming.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mentoring</p>	<p>1, 3, 4, 5, 6, 7</p>
<p>After school classes run for Year 11 (called period 6) in all GCSE subjects to support them during their final year.</p> <p>GM Higher/ Emotional Wellbeing Support starting autumn term 2024.</p>	<p>Teaching staff run extra classes after school which are used to support learners when approaching their mock and finally the summer exams.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>1, 3, 4, 5, 6, 11</p>

<p>Revision Classes take place over the school holidays prior to the summer GCSE exams.</p>	<p>A part of the recovery programme lessons are run during the holidays for all learners who wish to engage, based around exam preparation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time</p>	<p>1, 3, 4, 5, 6, 11</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 99,589

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A drive to improve attendance, especially the disadvantaged. Led by the pastoral team, comprising of a Deputy Principal, Assistant Principal, Pastoral Managers and Attendance Officers.</p> <p>Key focus to contact all parents prior to parents evening to make appointments, encouraging all to attend.</p> <p>Both attendance officers trained in ESBA and ACE.</p>	<p>Targeted attendance strategies used to improve attendance, which has been especially challenging post pandemic.</p> <p>Working together to improve school attendance (publishing.service.gov.uk)</p> <p>The pastoral team will strive to engage all parents/carers, especially the hard-to-reach families, to help the parents to support their child's academic learning.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	<p>2</p>

<p>Various support programmes are available to learners with SEMH, staying safe, etc, e.g. Year 7 – Hummingbird, My Happy Mind, ASDAN Lift-off Year 8 – Be Safe, My Mind Coach Year 11 - Bloom (in house)</p> <p>Four councillors from Bury College support our learners with one-to-one sessions – 4 days in total per week.</p> <p>MHST worker from Bury LA for two days per week.</p> <p>NSPCC Mental Health & Well Being Mentoring Scheme, allowing 20 referrals at one time.</p> <p>Bury Youth Support Mentoring Scheme.</p> <p>Pastoral Staff fully trained in suicide prevention and bereavement counselling.</p>	<p>Intervention and support for learners, with social and emotional issues address important issues. A variety of programmes/services available PP learners as a priority.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>8</p>
<p>Restorative practice is now embedded.</p>	<p>All staff are trained to regulate learner behaviour and emotions.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>5, 8</p>

<p>Increasing the cultural capital of the disadvantaged</p>	<p>Promote the wide-ranging enrichment to all learners, especially the PP, to widen their cultural capital.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions</p>	<p>12</p>
<p>Hardship/disadvantaged funding</p>	<p>Funding to support with the purchase of school equipment, uniform, revision guides, payment for school trips, and other costs that support our PP learners.</p>	<p>10</p>
<p>Contingency Funds for arising issues.</p>	<p>Based on our experience over the past 18 months, funds need to be set aside to respond to unforeseen issues that arise. These funds will enable a quick and effective response to be implemented. For example, funding transport to enable learners to attend after school period 6 lessons, who have no other way of getting home, other than the school bus, which leaves at 3.15pm.</p>	<p>All</p>

Budget Summary

Teaching £ 131,000

Targeted academic Support £ 66,000

Wider strategies £ 99,589

Total budgeted cost: £ 296,589

Externally provided programmes

Programme	Provider
Hummingbird	MedEquip4kids
Be Safe	Bury Authority
Empathy & Migration – Red Cross Workshops	Red Cross
Bloom	Run by trained in house staff at Unsworth Academy
Trainee Mental Health Councillors	Bury College
Space to Be	Rob Faulkner
My Happy Mind	My Happy Mind – NHS approved
ASDAN Lift Off	ASDAN
Aim Higher Mentoring/Emotional Wellbeing Support	GM Higher/ADAB – Connecting Communities
NSPCC Mental Health & Well Being Mentoring Scheme	NSPCC

Service Pupil Premium Funding

Measure	Details
How did you spend your services pupil premium allocation last academic year?	In this academic year there are four service children. The extra funding is added to the PP budget. The areas of expenditure are the same as outlined earlier in this strategy.
What was the impact of that spending on service pupil premium eligible pupils?	With only a very small number of service children attending, the impact is measured along with all the other PP learners.