

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	Pool Hayes Academy
Number of pupils in school	1083 (994 exc. 6 th form)
Proportion (%) of pupil premium eligible pupils	40.44% (Y7-Y11)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022/2023 2023/2024 2024/2025
Date this statement was published	September 2023
Date on which it will be reviewed	Spring 1 2023
Statement authorised by	A. Lawrence Principal
Pupil premium lead	C. Barton-Blake Assistant Principal
Governor / Trustee lead	Jess Schulman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£444,532
Recovery premium funding allocation this academic year	£121,997
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	£566,529

Contextual/Additional information:

Pool Hayes Academy is an 11-18 academy of 1090 students.

We are an inclusive academy. Currently 8.80% of our students have been identified at having special educational and additional needs, with 94 students at SEN support stage.

Our Special Educational Needs register is split into four main areas with the following number of students identified in each cohort; Cognition & Learning 72 students (overseen by our Lead TA), Communication and Interaction 64 students (overseen by our ARP manager), Social, Emotional and Mental Health 41 students and Sensory and Physical 7 students (overseen by our Graduated Approach Officer).

Our IDACI: 6

The proportion of FSM pupils at 44% is considerably above the national average (2021 IDSR) The percentage of students on an EHC Plan is 2.6% and this is above national average (2021 IDSR) The majority of pupils are White British and speak English as their first language. Pool Hayes' school location deprivation indicator was in quintile 3 (average) of all schools. However, the pupil base is in quintile 5 (most deprived) of all schools in terms of deprivation (2021 IDSR). We have 31 students at present whom are supported by an EHCP.

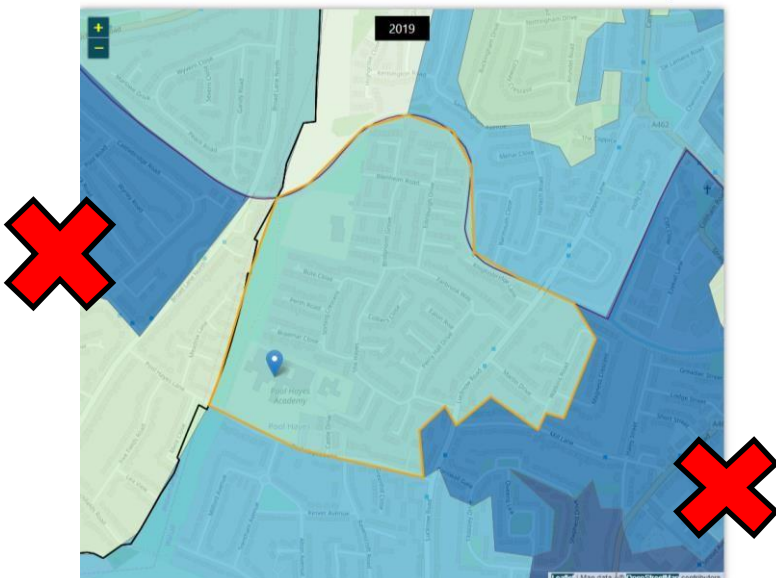
Each SEND student receives one ISP per year to ensure that their needs are met and appropriate targets set. In addition, each EHCP pupil will receive 3 ISP's per year and their annual review. Each student is given baseline assessments prior to their review in order to collect data in regards to their rate of progress and measure the impact of interventions.

We work hard to ensure that we can identify possible special educational needs at the earliest opportunity and have therefore developed an electronic referral process. Staff are able to raise concerns around a pupil which allows us to record and track this progression as part of our graduated approach. Our referral process ensures that we meet regularly to discuss any pupils brought to the attention of the SEND team and allows for baseline assessments to take place.

We offer a robust transition plan for all students joining us in Year 7 and work very closely with our primary feeder schools to ensure that our comprehensive transition pack is completed fully, to ensure that we have an awareness of new students joining our school community, to aid staff in lesson planning and to give our team a firm base on which to develop interventions.

IDACI: 6 Governance – Chair, Vice Chair, two community governors and one staff governor

Although PHA is in the 50% most deprived areas, very few of our children live within the immediate vicinity. Our catchment area is large and therefore many of our students come from other more deprived areas.
(Marked with X.)



Part A: Pupil premium strategy plan

Statement of intent

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 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 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. 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 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'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

The Three Keys to Our Curriculum:

- To develop skills, knowledge and understanding that enables the individual to grow within each subject and holistically.
- To present opportunities that challenge preconceptions and develop new thinking.
- To secure recall and application in situations that enable students to invest in their learning.

Academy Transformation Trust's Statement of Intent

It is our core responsibility to ensure that students have access to the very best education possible. One of the most fundamental and influential aspects of a child's education is the curriculum that they have access to. The power of curriculum is immense. It has the power to not only transform an individual, but to also transform whole communities and shape their understanding of the world and their place in it. Therefore, it is imperative that the curriculum on offer within our academies is truly world class and gives students access to powerful knowledge that takes them far beyond what their own individual experience ever could. In order to achieve this, we must ensure we expose all students 'to the best that has been thought and said and engender an appreciation of human creativity and achievement'. To truly transform lives we must not only show students what is possible but inspire and instil the confidence in them to go out and do it. All learners in our academies will experience a curriculum that:

1. is ambitious and enjoyable through knowledge and skills developed from Foundation Stage to Post 16 and Adult provision.
2. is knowledge rich, ensuring access to a wide, global cultural capital – thus maximising lifetime opportunities.
3. is inclusive, nurturing and tailored towards the needs of the individual.
4. is focused on developing the very best oracy, literacy, numeracy and digital skills – enabling access to the widest learning and the very best careers possible to ensure we develop global citizens.
5. is enriching, ensuring all experience a rich variety of cultural, artistic and sporting activities.
6. is broad in terms of coverage and (at least) encompassing the breadth of the 2014 English National Curriculum.
7. celebrates the uniqueness of each educational setting in terms of localised knowledge and skills.
8. develops character, personal pride and the highest moral standards.
9. celebrates diversity, challenges injustice, promotes equality and encourages the creation of a better world.
10. is delivered by well-qualified, forward-thinking, skilled, passionate professionals.

Challenges

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

Common barriers to learning for disadvantaged pupils may include:

- less support at home
- weak language and communication skills
- lack of confidence
- more frequent behaviour difficulties
- attendance and punctuality issues

There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all” plan for support. Our ultimate objectives are:

- to eliminate the attainment gap between disadvantaged and non-disadvantaged pupils at Poolhayes Academy
- for all disadvantaged pupils in school to meet or exceed nationally expected progress rates
- for all disadvantaged pupils to access to the rich extra-curricular provision on offer and be wellrounded individuals who achieve their ambitions and flourish in life

Challenge number	Detail of challenge
<p>1</p> <p>Progress in Maths.</p>	<p>The maths attainment of disadvantaged pupils is generally lower than that of their peers and teacher diagnostic assessments suggest that many pupils particularly struggle with problem solving tasks.</p> <p>Assessments on entry to year 7 in the last 2 years indicate that between 45 - 47% of our disadvantaged pupils arrive below age-related expectations compared to 27.1 – 30.7% of their peers.</p> <p>Subsequent internal and external (where available) assessments show that this gap remains steady at around 16%.</p> <p>(Gap in 2019 between PP / NON PP 9-5 basics %)</p>
<p>2</p> <p>Progress in English.</p> <p>Improved reading comprehension among disadvantaged pupils across KS3.</p>	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to year 7 in the last 2 years, between 40.0 – 44.7% of our disadvantaged pupils arrive below age-related expectations compared to 26.7.9-27.9% of their peers.</p> <ul style="list-style-type: none"> • Rigorous testing process in place to identify any needs for intervention. • Disadvantaged achieve at least in line with national. • Reading scores show a reduced gap between PP and non-disadvantaged learners. • Evident increase in knowledge of key skills in literacy shown through low stakes in- 6 class assessments, key skills starters, formal regular assessments and public examinations. • Pupil voice shows increased confidence and enjoyment in English.
<p>3.</p> <p>Deprivation</p> <p>Limited knowledge of social and cultural capital:</p>	<p>To give all pupils equal access to the enrichment and skills development opportunity.</p> <p>Affordable uniform with financial support available to PP learners.</p> <p>Equipment, such as stationery, GCSE subject specific equipment provided to PP learners where needed.</p> <p>PP parents are aware that they have access to financial support to assist with purchasing equipment and resources.</p> <p>Tutor equipment checks to show that PP learners are equipped for the school day in line with Non-PP learners.</p> <p>Teaching staff are quick to liaise with PP leads to ensure that any lack of equipment is quickly resolved.</p> <p>PP learners access breakfast club, music school, Duke of Edinburgh, career and Aim High events.</p>

<p>4</p> <p>Aspirations</p> <p>Extracurricular Pupil Premium learners are fully engaged and participating in the school's rich extracurricular offer</p>	<p>Low aspirations and self-esteem for a number of pupil premium pupils across all year groups is having a detrimental impact on their academic progress.</p> <p>Internal quality assurance suggests that disadvantaged pupils lack resilience and self-regulation strategies when faced with challenging tasks. This is having an adverse effect in terms of the achievement at secondary school but also in terms of their post 16 choices.</p> <p>Prioritised places are available on trips for PP learners to ensure fair access. Monitoring of extra-curricular activity attendance to show that at least 40% of attendees are PP.</p> <p>Activity leads are aware of the need to promote PP attendance and promote/invite/prioritise PP learners.</p>
<p>5.</p> <p>Behaviour and Attitude to Learning</p>	<p>Developing learning behaviours to reduce behaviour incidents including detentions and exclusions.</p> <p>Feedback from students, staff and parents about need to re-establish routines and relationships citing:</p> <ul style="list-style-type: none"> • Increase in examples of low-level disruption and disengagement in lessons • Increase in examples of emotional dysregulation amongst students, leading to more incidents than normal of conflict and aggression (verbal and physical) • These issues in part connected to lack of routine and the additional challenges presented for teachers in leading positive behaviour due to changes in routine and restrictions in a number of normal classroom management techniques
<p>6</p> <p>Improve attendance and punctuality to meet national expectations.</p>	<p>Our attendance data over the last 4 years indicates that attendance among disadvantaged pupils has been between 4.3%- 5.4% lower than for non-disadvantaged pupils.</p> <p>31 - 40% of disadvantaged pupils have been 'persistently absent' compared to 10 - 23% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</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
<p>1.</p> <p>Progress in Maths.</p> <p>Pupil Premium learners achieving at least in line with, or above national progress measures in maths at KS4.</p> <p>Progress in KS3 maths for PP learners is at or above their expected attainment pathway.</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • P8 score is greater than 0 • PP students to achieve, or exceed, 4+ basics, in line with national average for all students. • Gap between disadvantaged and non disadvantaged pupils is 0.0. • Disadvantaged achieve at least in line with national. • Rigorous testing process in place to identify any needs for intervention. • Evident increase in knowledge of key skills in numeracy shown through low stakes in class assessments, key skills starters, formal regular assessments and public examinations. • Effective use of key skills starters in maths support lessons. • Pupil voice shows increased co confidence and enjoyment in mathematics.
<p>2.</p> <p>Progress in English.</p> <p>Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • Reading tests demonstrate improved fluency and comprehension skills among disadvantaged pupils and will be in line or above their chronological age • Internal quality assurance and work in books will demonstrate extended writing which is well structured, 'word rich' and uses subject specific vocabulary appropriately • Pupils will have the skills to tackle challenging texts suitable for their chronological reading ages and in summative assessments. <p>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.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p>
<p>3.</p> <p>Deprivation</p> <p>Pupil Premium pupils are catered for swiftly and effectively where social and emotional needs are a barrier.</p>	<p>By the end our plan:</p> <p>To give all pupils equal access to the enrichment and skills development opportunity.</p> <ul style="list-style-type: none"> • Pupil Premium student voice regarding welfare is positive. • Pupil Premium student voice regarding resources provided is positive. • Suitable support is evidently in place for our Pupil Premium pupils. • Case studies

<p>4.</p> <p>Aspirations</p> <p>To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.</p>	<p>By the end our plan:</p> <p>Sustained high levels of wellbeing from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • Pupil voice states that there is an increased optimism about Pupil Premium pupils' future/career. • A greater proportion of Pupil Premium pupils will have access to aspirational opportunities that extend beyond the curriculum. • qualitative data from student voice, student and parent surveys and teacher observations. • a significant increase in participation in enrichment activities, • particularly among disadvantaged pupils.
<p>5.</p> <p>Behaviour and Attitude to Learning</p>	<p>By the end our plan:</p> <p>Ensure that we are taking highly effective action to support students who cannot meet our behaviour expectations so that they can continue with their education.</p> <ul style="list-style-type: none"> • Number of detentions decreased • Number of fixed exclusions decreased • Number of permanent exclusions decreased <ul style="list-style-type: none"> • Provide a Learning support unit. Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health. Established reflection and internal exclusion room as well as developing a network of appropriate AP providers. • Provide a BMR (Behaviour Modification Room) to support the behaviour system. This will support students who find it difficult to display positive learning behaviour in the classroom. A mentoring role focussing on reflecting on actions and restorative practice. • Students to cover the same curriculum subjects whilst within the BMR and therefore no loss of learning and students get better teacher student ratios.
<p>6.</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p>	<p>By the end our plan:</p> <ul style="list-style-type: none"> • Sustained high attendance from 2024/25 demonstrated by: • the overall absence rate for all pupils being no more than 5%, 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 15% and the figure among disadvantaged pupils being no more than 8% lower than their peers.

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: £335,224

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><u>High quality teaching.</u></p> <p>Relentless focus on high quality teaching where every teacher is challenged and supported is key to improving their teaching practice, including bespoke support for ECT's/RQT's.</p> <p>To continue to build on the whole school curriculum ensuring that topics are sequenced appropriately, ambitious and that key concepts are fluently implemented in pupils' long term memory using retrieval techniques and strategies.</p> <p>Ensure there is challenge and pace to all lessons through the consistent application of the Pool Hayes Classroom.</p> <p>% staff time e.g.</p> <ul style="list-style-type: none"> • Lead Practitioners • Literacy Coordinator • Accelerated Reader co-ordinator • HLTAs • Pupil Premium Lead • Assistant Head Of Year • Attendance Manager • Attendance officers • Learning Support Staff 	<p>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.” EEF guide to the Pupil Premium.</p> <p>Research shows that ‘high quality teaching is the most important lever that will help to improve disadvantaged outcomes’. This has been identified as a key principle in the EEF Guide to the Pupil Premium.</p> <p>Internal quality assurance of the deployment of highly skilled Lead Practitioners and HLTAs also supports this rationale, not only helping the disadvantaged pupils but every pupil in the class. Research for Education Inspection Framework in 2019 reports that the ‘teaching effectiveness is a strong predictor of pupils’ progress throughout school, and having a succession of strong or weak teachers can have lasting effects’.</p> <p>EIF also highlights that achievement is maximised when teachers actively present material and structure taking in to consideration cognitive science research, observation of expert teachers through departmental ‘walk thrus’ and the use of models and instruction which is led through CPD activities and modelled by Lead Practitioners. Combining this with a model where teachers including Early Career teachers are supported by an expert teacher using the instructional coaching model will help ensure that there is high quality teaching.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/digitaltechnology</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-andemotional-learning</p> <p>https://www.gov.uk/government/publications/pupilpremium/pupil-premium</p>	<p>1, 2 ,3, 4, 5, 6</p>
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<p><u>Literacy Co-ordinator</u></p> <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 a literacy co-ordinator 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>	<p>2, 4</p>
<p>Careers Advisor and external Connexions support</p> <p>Tracking students' academic pathways in school as well as post16 destinations, improving engagement with local businesses;</p>	<p>"Careers education works best when it is personalised and targeted to individuals... This, together with school-mediated employer engagement alongside independent and impartial career guidance, is key to supporting young people's transition into education, training and employment." (Careers Education: International Literature Review, 2016, EEF)</p>	<p>3,4</p>
<p>Knowledge organisers</p> <p>Created across the curriculum for all year groups, every half term</p>	<p>https://classteaching.wordpress.com/2018/09/14/using-knowledgeorganiserstoimprove-retrievalpractice/</p>	<p>4, 5</p>

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

Budgeted cost: **£53,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Literacy</p> <p>Adopting a targeted reciprocal teaching programme as a reading intervention for disadvantaged pupils 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: Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>"Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centered approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy</p> <p>Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.</p> <p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p>	<p>2, 4, 5</p>
<p>Librarian and library</p> <p>Accelerated Reader embedded across KS3 to increase reading for pleasure and to ensure that reading age gaps are quickly diagnosed and closed. Individual reading programme introduced at KS3</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015)</p> <p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for metacognition and self-regulation.</p>	<p>2, 3, 4</p>
<p>Books and revision guides provided to students as part of year 11 strategy.</p>	<p>Revision Resources for Key Stage 4 to give all students equal access to revision materials and support and to improve collaboration between home and academy</p>	<p>1,2,4</p>

<p>Duke of Edinburgh</p>	<p>Duke of Edinburgh. Provide enriching experiences and gain new life skills. Pupil progression increased- pushing personal boundaries, gaining new life skills and enhancing their CVs and Post applications “Young people make positive changes to their lives and communities by participating in the Award”. https://www.dukeofed.org/ourimpact</p>	<p>4, 5</p> <p>2, 3, 4</p>
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<p>All pupils who provide an up-to-date assessment of Dyslexia, or a diagnosis of Dyspraxia or AD(H)D are eligible for extra time in timed tests and exams with a substantial amount of reading or writing.</p>	<p>EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.</p> <p>Education, Health and Care Plans. North Star Inclusion Advisory Team.</p> <p>Support from external agencies A speech and Language therapist (weekly) to support pupils and accelerate those requiring</p>	
<p>Speech and Language Therapist.</p> <p>To screen all children on entry and bespoke programmes are put in place.</p>	<p>Weak Language and Communication skills. Most children are unlikely to have the breadth of vocabulary that reflects their experiences on entry to KS3.</p>	<p>1,4, 5, 6</p>
<p>Counselling</p>	<p>Support for students with SEMH difficulties, targeting those who are also at risk of nonattendance due to anxiety related issues. Bespoke 1:1 counselling and where appropriate, group sessions to target emerging needs for example exam stress, bereavement, friendship groups.</p>	<p>2,4</p>
<p>Music school.</p> <p>SIPS education and tuition to give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p>	<p>To give equal opportunities to all to allow for students to contribute to a broad array of performing opportunities within the academy.</p> <p>“Schools to expand their cultural offer through Pupil Premium, so that all pupils can take part – particularly disadvantaged or struggling children”. https://www.teachwire.net/news/disadvantagedpupils-need-more-arts-education-not-less</p>	<p>3, 4</p>

<p>DT Food Ingredients</p>	<p>Supporting students with their food costs for DT to access the full curriculum and allowed for greater opportunity to gain the higher grades in DT GCSE assessments.</p> <p>For KS3 the students have access to learning and not been disadvantaged by not having ingredients.</p> <p>Pay for pupils' ingredients... because it is "hard for parents to buy ingredients in one-portion quantities", and to "stigma" for children whose parents "struggle to afford them"</p> <p>https://schoolsweek.co.uk/national-food-strategythe-recommendations-for-schools/</p>	<p>4</p>
<p>National Tutoring Programme</p> <p>To provide a blend of tuition, mentoring and 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>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, 3, 4, 5</p> <p>£121.220</p>

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

Budgeted cost: **£42,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Breakfast club, after school intervention refreshments</p> <p>To support attendance and punctuality</p>	<p>Students who arrived to school from 8.00 onwards are provided with free breakfast.</p> <p>All students were in an effective physical state are able to access their learning.</p>	<p>5</p>
<p>Alternate provision</p> <p>supports academic progress as well as SEMH support.</p>	<p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018) Keeping students in alternate provision and shaping the curriculum to meet their needs will avoid this.</p>	<p>5, 6</p>
<p>Learning Support Unit</p>	<p>Provide a Learning support unit.</p> <p>Primarily supports vulnerable students. Providing a nurturing environment, supporting students with a number of issues including poor mental health.</p>	<p>5, 6</p>

<p>Assistant Head of Year</p> <p>4 members of staff</p> <p>Evidence indicates that one to one tuition and support can be effective, delivering approximately five additional months' progress on average. (EEF 2020) Use pastoral behaviour support workers to positively reinforce attitude to learning</p>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>“Interventions may well be one part of an effective Pupil Premium Strategy, they are likely to be most effective when deployed alongside efforts to attend to wider barriers to learning, such as attendance and behaviour.” Behaviour interventions strategy from the EEF teacher toolkit.</p>	<p>3, 4, 5</p>
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<p>Other Extra-curricular clubs</p>	<p>“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.</p>	<p>3, 4, 5</p>
<p><u>Equipment, uniform and subject stationary</u></p> <p>Students will be provided with all necessary equipment on the first day to ensure a prompt and purposeful start to learning.</p>	<p>https://schoolsweek.co.uk/remote-educationlaptops-roll-outvital-but-pupils-need-pens-andpaper-too/</p>	<p>3, 4, 5, 6</p>
<p><u>Hardship Fund to support students and families.</u></p> <p><u>Other Support:</u></p> <p>Transport support, Alternative provisions, Technology.</p>	<p>Tracking and monitoring progress to implement interventions effectively.</p> <p>Removing barriers to participation increases attendance.</p>	<p>3, 4, 5, 6</p>
<p>High levels of deprivation resulting in limited knowledge of social and cultural capital:</p> <p>Close the social and cultural knowledge gap in KS3 so that there are no gaps by KS4.</p>	<p>Data to be analysed for impact regularly and revised if necessary. People development focused on effectively closing gaps. PP Coordinator to use whole school and pathways CPD time to share evidence-based research and approaches (from EEF) for staff to apply in the classroom. Personalised teaching in lessons. Curriculum planning- Knowledge Organisers embedded into curriculum in every subject.</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/one-to-one-tuition/</p> <p>https://educationendowmentfoundation.org.uk/evidencesummaries/teachinglearning-toolkit/social-and-emotionallearning/</p>	<p>3, 4, 6</p>

<p>Rewards & Celebrations</p> <p>Rewards for improved attendance and 100% attendance.</p> <p>Certificates and award keys for positive points and 100% attendance. Half-termly rewards for 100%.</p>	<p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p> <p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence.</p> <p>Reward culture to foster positive engagement with Attendance attendance process for all students.</p>
<p>Careers mentoring - Pupil Premium students prioritised and, where needed, receive additional support.</p>	<p>The Gatsby Benchmark sets out a framework of eight Guidelines guidelines about what makes the best careers provision.</p>
<p><u>Attendance</u></p> <p>Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officer to be identified to support attendance.</p>
<p><u>Attendance</u></p> <p>Ensure all identified PP students with poor attendance to school have access to key staff including Educational Welfare Officer, Attendance Officer and TLR post-holders/Year Leaders.</p>	<p>A bespoke curriculum package to be established for some learners to engage them back into learning and achieve success.</p> <p>Barriers to attending school are identified and a personal Attendance attendance plan is completed.</p>

<p><u>Attendance</u></p> <p>Improve attendance to national expectations. Staff used to undertake home visits for students who are not attending school in order to support them getting back to school.</p>	<p>Senior leader to ensure there is a regular review of progress and attainment and that attendance is in-line with national expectations. Deployment of a home academy Attendance Officer. Attendance apprentice. Use of class chart for vulnerable groups are a concern. Home visits for vulnerable families. Attendance mentor-persistent absentees. Monitor and tracked support.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/80144/ http://www.suttontrust.com/researchpaper/life-lessons/</p>
<p><u>Attendance incentives.</u></p>	<p>Attendance incentives to raise attendance and lower persistent absences. https://www.attendanceincentives.com/resources/messaging/incentives/</p>
<p><u>Contingency fund for acute issues.</u></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small fund quickly to needs that have not yet been identified.</p>

Part B: Review of outcomes in the previous academic year **2022-23**

Pupil premium strategy outcomes

Due to COVID-19, performance measures have not been published for 2020 to 2021, and 2020 to 2021 results will not be used to hold schools to account. Given this, please point to any other pupil evaluations undertaken during the 2020 to 2021 academic year, for example, standardised teacher administered tests or diagnostic assessments such as rubrics or scales.

If last year marked the end of a previous pupil premium strategy plan, what is your assessment of how successfully the intended outcomes of that plan were met?

Teaching (for example, CPD, recruitment and retention)

Total Budget cost: £335,335

Activity/ Challenge	Impact of this approach	Actual Spend
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Curriculum
2023

Ofsted Inspection April 2022

Leaders are creating a culture of excellence and self-improvement. Teachers quickly adjust their teaching to fill any gaps in pupils' knowledge. This stops pupils from falling behind. Teachers are quick to challenge pupils when they fail to meet the high expectations leaders have of them. Pupils build strong, positive relationships with their teachers.

Curriculum

All figures below use the DfE's data set.

Year	2020	2021	2022	2023
PP P8	0.152	-0.45	-0.45	-0.77
Percentage of PP pupils making positive P8 score	59.3	41.9	37.8	30.8

English and Maths	2020	2021	2022	2023
PP 9-4%	45.3	47.7	43.9	27.3
PP 9-5%	24.4	19.3	23.2	16.7

English Y7 GL Results	Average Points	9-4%	9-5%
PP Pupils	101.28	73.3	34.9
Other pupils	103.13	81.7	48.09

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Ofsted Inspection April 2022

This is a calm and caring school. Pupils, including those in the sixth form, are happy here. They enjoy coming to school and attend regularly. Pupils are safe. Teachers take time to get to know each pupil well. Pupils build strong, positive relationships with their teachers. They know whom to turn to if they have a concern. Staff's professional development is prioritised. Many teachers are experts in their subject; they understand how best to support pupils to learn.

- Attendance officer (proportion)
- Assistant principal (proportion)
- Inclusion manager (proportion)
- Support Pastoral (proportional) x 2
- Careers co-ordinator (proportional)

Funding utilised to support pupil's pastoral, wellbeing & mental health through staffing and in house school support.

- Heads of Year, Inclusion & Counselling staff funded through the grant

Careers Advice & guidance, NEET Intervention

Ofsted Inspection April 2022

There is a wide range of opportunities for pupils and sixth-form students to develop their passions outside of the classroom. For instance, pupils can attend a range of sports clubs, such as table basketball and athletics clubs, as well as an eco club and a samba drumming group. Pupils are also involved in theatrical productions, such as 'Matilda'. Pupils value these experiences, and a growing number of pupils take part in them. Leaders have made sure that all pupils receive high-quality information about the world of work.

- High quality careers education for all
- Personalised careers action plans for targeted PP learners
- Interventions for at risk NEET pupils

Embedding instructional coaching.

The Walkthru package is being utilised for PD sessions and insets to support coaching of key staff, particularly ECTs.

	<p>A number of staff are undertaking NPQs at present to develop leadership and coaching experience. Will be utilising their experience of these to develop team expertise and effectiveness.</p>	
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	<p>PD focus on Rosenshine’s principles, cognitive science, cognitive load and memory and questioning.</p> <p>Whole staff training on this on Sept inset.</p> <p>Walkthrus being used.</p>																					
<p>Maths Sparks Programme</p>	<p>Sparx Maths and English is launched across the academy and has been very successful with students. They use it for revision and homework. They are also confident using it to review specific topics and skills.</p> <p>Continue implementing approaches/ sessions whole school during form times.</p> <ul style="list-style-type: none"> • Online learning platform for low stakes knowledge recall and skill development • 																					
<p>Reading interventions</p>	<p>Ofsted Inspection April 2022</p> <p><i>Pupils, including those in the sixth form, read often. Leaders are making sure there are an increasing number of opportunities in the curriculum to support this. This is helping pupils to develop a love of reading. Pupils who struggle to read as well as their peers receive support to develop their phonics knowledge. This work is having a positive impact.</i></p> <p><i>Through the school’s ‘18 by 18’ programme, pupils have the opportunity to read a wide range of books, such as ‘To Kill a Mockingbird’, ‘Adventures of Huckleberry Finn’ and ‘Animal Farm’. Chosen by pupils, these texts help to develop understanding of important societal issues, such as diversity, prejudice and individual liberties. Pupils value this.</i></p> <ul style="list-style-type: none"> • Reading interventions that took place last year include catch up reading, book club. • All KS3 students have a reading book each day, there are weekly library lessons during English. • Tutor time reading. <p><u>Year 7</u> Star Reading</p> <p>Summary (209 of 209 Students)</p> <table border="1" data-bbox="459 1783 1342 1933"> <thead> <tr> <th>Testing Window</th> <th>Avg SS</th> <th>Avg PR</th> <th>Avg RA</th> <th>Avg NRSS</th> </tr> </thead> <tbody> <tr> <td>First Test</td> <td>810L</td> <td>44</td> <td>10.01</td> <td>98</td> </tr> <tr> <td>Second Test</td> <td>880L</td> <td>42</td> <td>10.05</td> <td>97</td> </tr> <tr> <td>Change</td> <td>70</td> <td>-2</td> <td>0.04</td> <td>-1</td> </tr> </tbody> </table>	Testing Window	Avg SS	Avg PR	Avg RA	Avg NRSS	First Test	810L	44	10.01	98	Second Test	880L	42	10.05	97	Change	70	-2	0.04	-1	
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	<p style="text-align: center;"><u>Year 8</u></p> <p>Star Reading</p> <p>Summary (168 of 203 Students)</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="2" style="text-align: center;">SGP (Expectation = 50)</th> <th rowspan="2" style="text-align: center;">Testing Window</th> <th rowspan="2" style="text-align: center;">Avg SS</th> <th rowspan="2" style="text-align: center;">Avg PR</th> <th rowspan="2" style="text-align: center;">Avg RA</th> <th rowspan="2" style="text-align: center;">Avg NRSS</th> </tr> <tr> <th style="text-align: center;">Met Expectations</th> <th style="text-align: center;">Median</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">65</td> <td style="text-align: center;">36</td> <td style="text-align: center;">Pretest</td> <td style="text-align: center;">880L</td> <td style="text-align: center;">43</td> <td style="text-align: center;">10.05</td> <td style="text-align: center;">97</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Posttest</td> <td style="text-align: center;">885L</td> <td style="text-align: center;">37</td> <td style="text-align: center;">10.05</td> <td style="text-align: center;">95</td> </tr> <tr> <td></td> <td></td> <td style="text-align: center;">Change</td> <td style="text-align: center;">5</td> <td style="text-align: center;">-6</td> <td style="text-align: center;">0.00</td> <td style="text-align: center;">-2</td> </tr> </tbody> </table>	SGP (Expectation = 50)		Testing Window	Avg SS	Avg PR	Avg RA	Avg NRSS	Met Expectations	Median	65	36	Pretest	880L	43	10.05	97			Posttest	885L	37	10.05	95			Change	5	-6	0.00	-2	
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<p>Knowledge organisers across the curriculum for each SOW/ skills covered</p>	<p>Staff continue to develop knowledge organisers in their departments. They continued to receive guidance and training on how to implement them into everyday practise in lessons to ensure they are being utilised effectively. They are made available to students electronically. Students were given a printout of all the KO in their year group, for each half term.</p>																															
<p>PP Coordinator shared evidence based data, research and approaches (from EEF) for staff to apply in the classroom.</p>	<p>The effectiveness of Knowledge Organisers have been shared and discussed with all staff. Staff from all areas created them in line with their schemes of learning so that they were knowledge rich and highlighted the skills required. CPD training-during department PDs and ELT time, as well as sharing strategies online with both staff and students. Whole academy training pupil premium training given.</p>																															

Targeted academic support (for example, tutoring, one-to-one support structured interventions) Total Budget cost: £49,400

Activity	Impact of this approach	Actual Spend

	<p>Ofsted Inspection April 2022</p> <p><i>“Leaders have prioritised literacy and reading for all pupils. Pupils receive support from English intervention teachers to help them become more fluent readers. Teachers ensure that pupils experience a wide range of authors, cultures and styles of text. There are planned reading opportunities on Thursday afternoons. The reading curriculum is in the early stages of implementation.”</i></p> <p>Tutor time reading using culturally diverse books chosen to meet the cultural capital agenda.</p>	
Books and revision guides	<p>All Y11 students were provided with high quality revision resources for all their exam subjects</p> <p>Yr 11 received all revision resources.</p>	12,000
Duke of Edinburgh	<p>Increase in participation in enrichment activities, particularly among disadvantaged pupils including Duke of Edinburgh Award Scheme,</p>	2,000
Support from external agencies	<p>Exam Access Screening</p> <ul style="list-style-type: none"> • Better identification of PP learners with identified learning barrier leading to exam access arrangements supporting their achievement and attainment <p>Speech and language therapist supports with strategies for students. Every member of the ARP seen once per year (10 students). The reports also support EHCP requests and move to special schools The North Star Inclusion team support screening and gaining diagnosis for children with Dyslexia and also offer strategies to support our students. As with the other external professional agencies their observations and reports provide evidence required for EHCP requests and changes of placements.</p>	8,000
Music school	<p>Students were given equal opportunities to contribute to a broad array of performing opportunities within the academy.</p> <p>Students have progressed through the graded music examinations process and high attendance uptake from participating students.</p> <p>We will continue implementing approach with a focus on improving student attainment in KS4.</p>	5,000

DT resources	Food ingredients purchased for students. Means ALL students cook and less waste.	£500
Attendance To continue to monitor. Lower persistent absence of disadvantaged students.	<p>Ofsted Inspection April 2022 <i>This is a calm and caring school. Pupils, including those in the sixth form, are happy here. They enjoy coming to school and attend regularly.</i></p> <p>Internal data on attendance showing the need to have a very direct approach with the low attendance of a small group of pupils.</p> <p>Attendance figures were close to national average.</p> <p>DFE (2015) Supporting the attainment of disadvantaged pupils</p> <p>External Education Welfare officer.</p>	2,000
National Tutoring Programme	<p>School Led Tutoring</p> <p>PHA staff taught interventions during evenings, weekends and holidays</p>	

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

Total Budget cost: £28,000

Activity	Impact of this approach	Actual Spend
Breakfast and Interventions food club	<p>To give every student access to a breakfast every day free of charge.</p> <p>Students who arrived at school from 8.10am onwards were provided with free breakfast.</p> <p>Before Interventions began at 3.45pm students were given a snack and drink.</p>	£1,000

<p>Learning Support Unit.</p>	<p>Clear intervention strategies in place for vulnerable students. PP focus with staff ensuring that our PP students have a more closely monitored focus pastorally.</p>	<p>staffing</p>
<p><u>In- Power (Behavioural strategies)</u></p>	<p>Adoption of intervention for specific pupils who require support with regulating their behaviour and emotions. Limited impact was evidenced from this initiative and therefore alternate interventions to be arranged for next academic year.</p>	<p>5,500</p>
<p><u>Behaviour</u></p> <p>Offer consistency through a whole school behaviour policy.</p> <p><u>Class Charts</u></p>	<p>Class charts and pupil level data analysis indicates that our PP eligible students have the same number of points than our NPP when averaging the data.</p> <p>2. Learning walk and data analysis shows a high level of expectations and effective routines for learning in place for all pupils.</p> <p>3. Clear Identification of Pupils</p> <ul style="list-style-type: none"> • Consistent class charts seating plans and use of pupil passports used in lessons with strategies taken from 'Barrier Removal' that adjust learning for individuals. <p>Ongoing evaluation with reporting at key points through year.</p>	<p>1,000</p>
<p><u>Attendance Rewards</u></p> <p>Incentives to encourage high levels of attendance and lower persistent absences.</p>	<p>Students successfully took part in the 25-day attendance challenge at each half term leading to sustained attendance. Continue implementing approach.</p>	<p>£2000</p>

<p>Other Extracurricular clubs/trips</p>	<p>Additional curriculum or intervention resources</p> <p>Trip, visit and club funding to support attendance of all disadvantaged learners (@50 students)</p> <p>Extend and Enrich opportunities. All pupils in years 7 to 10 to experience a external visit or visitor within the academy.</p> <p>Bid process embedded and all funding signed off by Assistant Principal with responsibility for the Pupil Premium.</p> <p>Ongoing and dependent on national guidelines and internal risk assessments</p>	<p>2,000</p>
<p><u>Equipment, uniform and subject stationary</u></p>	<p>Pupil voice from a range of subjects indicates that PP students have the equipment, resources, uniform, transport and materials required to access school & the curriculum Heads of Department and classroom teachers can 2. articulate the support we put in place to support our pupils in accessing the curriculum.</p>	<p>9,000</p>
<p><u>Hardship Fund to support students and families.</u></p>	<p>Students and families were able to access the academy and meet our high standards. Students supported with the cost of uniform to meet the high uniform standards and whole school expectations within the school.</p>	<p>4,000</p>
<p>Careers mentoring Connexions</p>	<p>Careers Advice & guidance, NEET Intervention</p> <ul style="list-style-type: none"> • High quality careers education for all • Personalised careers action plans for targeted PP learners • Interventions for at risk NEET pupils <p>Destination data for outgoing year 11 suggests that 99% of the cohort will continue in Education, Employment, or training.</p> <p>A Careers Fayre (May 2023) open to Years 9 and 10 was a success.</p>	<p>2,000</p>
<p>Attendance</p>	<p>Attendance team and pastoral leaders for each year group monitor attendance. Data and interventions listed and impact measured. Attendance has remained close to national all year.</p>	<p>STAFF-ING</p>

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
Sparx Maths	Sparx Schools
Sparx English	Sparx Schools
Seneca	Senecalearning
Careers advice	Connexions
Careers	UNifrog
Attendance	Education Welfare Officer
Class Charts	Class Charts

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?	NA
What was the impact of that spending on service pupil premium eligible pupils?	NA

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.