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	National C of E Academy
Number of pupils in school	1075 (11-16)
Proportion (%) of pupil premium eligible pupils	27% (287)
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	3 years reviewed annually (November 2021-November 2024)
Date this statement was published	November 2023
Date on which it will be reviewed	November 2024
Statement authorised by	Martin Brailsford
Pupil premium lead	Alex Hawkins
Governor / Trustee lead	Tim Jenkinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£258,888.00
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	£258,888.00

Part A: Pupil premium strategy plan

Statement of intent

Through the over-arching Christian values of the academy and our vision which is "to experience life in all its fullness" (John10:10) the following should be strived for:

- Disadvantaged student literacy and numeracy gaps are identified and, where they exist, are addressed.
- Disadvantaged students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers. Lack of resources does not impinge on their ability to thrive.
- Disadvantaged students at risk of underperformance are identified and supported to secure their progress.
- Increased attendance rates for disadvantaged students.
- Students are provided with resources that have a positive impact on the progress and progression and which they might otherwise not have access to.

Challenges

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

Challenge number	Detail of challenge
1	Low levels of literacy and numeracy on entry, affecting progress across the curriculum
2	Disadvantaged students lack of aspiration, resources and opportunities, social capital etc.
3	Increasing levels of disengagement particularly evident in disadvantaged students as they move through the school and into KS4
4	Low Attendance of disadvantaged students leading to fewer learning hours and slower progress
5	Lack of resources outside of school to provide support to education, transition and to build aspiration
6	Reduce the negative impact of socio-economic factors for disadvantaged students

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
Disadvantaged student literacy and numeracy gaps are identified and, where they exist, are addressed.	All disadvantaged students have literacy and numeracy assessed on entry to the school. Intervention packages exist for general need. Specific intervention is used where appropriate, intervention is effective reviewed. Literacy and numeracy gaps decrease.
Disadvantaged students are enabled to participate in curricular and extra-curricular activities in line with their non-disadvantaged peers. Lack of resources does not impinge on their opportunity to make progress.	All PP students participate in a residential trip during their time in school (including the Hagg farm in key stage 3). Disadvantaged students can access extra-curricular activities including clubs. Disadvantaged receive support with CEIAG and can access quality work-experience placement. Student voice shows that disadvantaged students feel well supported in school.
PP students at risk of underperformance are identified and supported to secure their progress.	The school has an effective method of tracking progress which highlights PP students. Intervention accurately assesses the need of learners and is effective. Intervention programmes in school including Catch Up work, accelerated reader in KS3, extra support in lessons and the work of intervention tutors leading to increased progress.
Increased attendance rates for disadvantaged students.	The attendance gap between disadvantaged and non- disadvantaged students reduces. PA for PP students falls. Where attendance is a concern there is effective intervention.
Students are provided with resources that have a positive impact on the progress and progression and which they might otherwise not have access to.	Where lack of resource affects progress, a solution is found. ICT hardware is available to all disadvantaged students. A study review is completed for all PP students to gauge access to a study environment.

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: £ 120000

Activity	Evidence that supports this approach	Challenge number(s) addressed
All staff attend INSET training on improving L&T for key groups, this includes disadvantaged students. Disadvantaged focus included in whole staff and faculty meetings throughout year to identify practical strategies which can be implemented to support disadvantaged students. Raised expectation of all teachers to have identified barriers to learning and strategies to overcome those barriers for disadvantaged students in class.	EEF research shows that high quality teaching for all has a disproportionately positive impact on lower ability and more deprived students.	2,3,6
Small group support provided to students in Junior School to boost levels of basic literacy and numeracy, this will include qualifications such as ASDAN and functional maths and English qualifications where appropriate.	Research identifies that early intervention for literacy and numeracy has significantly positive impact.	1,3,4
Improvement in tracking vulnerable learners, including a focus at each assessment point and through individual tracking as part of the AMP process.	Research shows that the best intervention is that which is personalized to the individual. Tracking individuals and groups will help identify more accurately where gaps lie and enable intervention to be more targeted.	2,3,
Financial support for visits subject	Pockets of Poverty, DCSF 2010 made clear that this is a particular risk in schools like ours.	5,6

Financial support for faculty areas who use innovative methods for broadening cultural capital.	EFF have consistently written about the impact of cultural capital on the aspirations of PP students are enabled to participate in curricular and extra- curricular activities in line with their non-disadvantaged peers.	2,5,6
Pen, pencil, ruler, pencil case and calculator offered to all PP students at the start of the year. Support with the cost of uniform.	Internal analysis of behaviour logs showed that disadvantaged students were getting proportionately more behaviour logs for lack of equipment or uniform. This then leads to increasing disengagement and resentment.	2, 6
All revision materials and text books recommended for KS4 students provided to PP students	Ofsted guidance regarding high profile of PP students and classroom teachers taking responsibility for their progress. Knowledge that many of their peers will have all the revision materials provided by their parents.	2,3,6

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

Budgeted cost: £ 80000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch Up classes for students entering Y7 with low standardized scores in Maths and Reading	Focus on literacy and numeracy is an academy priority. Small group tuition recognized by EEF toolkit as having good impact on progress. Accelerated reader used widely for disadvantaged students especially in year 7.	1,
Faculty leaders for maths, science and English act as intervention tutors – using tutor time to give extra support to KS4 students in receipt of PP.	Tutor time and after school used for small group interventions.	1,3

Use of Bedrock to improve the vocabulary	Disadvantaged students on average have significantly lower levels of vocabulary	1,6
Use of renaissance learning and accelerated reader	Improve the literacy for all disadvantaged especially with respect to reading and decoding	1
Horsforth quadrant used to identify students who require the most support and this prioritises disadvantaged students.	Identifying those at greatest risk of underachievement and direct intervention accordingly.	2,3
Lexia supports students working independently it then generates intervention lessons that can be as part of an intervention package delivered through English but also with the support of Inclusion. Students can have access at home as well as in school.	These results have a high security rating: four out of five on the EEF padlock scale. Children eligible for Free School Meals (FSM) who were offered Lexia made, on average, the equivalent of three additional months' progress in reading compared to other children eligible for FSM. The evaluation also found that the programme had a positive effect on skills that are important for further literacy development	1,3
Paid for schemes to support literacy and numeracy including Star reader.	Reading Comprehension strategies, digital technology and small group interventions shown in EEF toolkit as having high impact.	1
School led tutoring to prioritise support for disadvantaged students across English, mathematics, science, geography, history and MFL. This is a blend of national tutoring through partner providers and small group intervention facilitated through existing staff during period 7.	Small group intervention and in some cases 1 to 1 has the potential to have significant impact as identified in the EEF toolkit.	1,3
Continue with additional staffing in the pastoral team to allow for individual approach. Create individual plans created for students who are disadvantaged and where data shows they are not achieving. Plan shows identified need and SMART target for improvement.	Research shows that individual intervention which is targeted at needs is the most effective.	3,4,5

Behavioural interventions put in place for those students whose behaviour is damaging their own or their peers' progress.	The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils. Work with TAs and Behaviour Mentor seen to have impact on students with particular SEND needs.	3,4
Increased targeting of absence for all students with a focus on those eligible for PP. Attendance over to run intervention sessions for disadvantaged students who are at risk of being PA	PP attendance identified as being well below that for other students in the school. Robust national evidence that poor attendance leads to lower outcomes.	4

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

Budgeted cost: £ 59000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support for Breakfast Club staffing and credit added to all disadvantaged students SQUID account every day	A positive and calm start to the school day along with ensuring vulnerable students have had breakfast is a great support in enabling them to succeed in lessons.	3,4,6
Careers interviews offered to all PP students in KS4 including support for progression programme for those most at risk. This includes mock interviews and careers interviews with SLT.	Ensuring progression routes for all students is key to their life chances and has an impact on their engagement with GCSE courses. This work sits alongside our tackling of the increased deficit for disadvantaged students	2,3,5
Development of the inclusion provision to include an on-site alternative provision.	This should provide a more inclusive system of support with a differentiated graduated response for students who are not accessing education in a mainstream way.	3,4,5
Key members of the attendance team (including Attendance Manager and Educational Welfare Officer) undertake numerous activities	This should provide students with a a more inclusive system of support with a differentiated, graduated response for students who are not	4,6

including organising practical support for those with attendance issues; with external agencies such as HRET and CAMHS in order to combat barriers to learning.	accessing education in a mainstream way.	
The academy employs an onsite counsellor who meets with students on a one to one basis and in small groups to discuss a variety of complex issues and needs ranging from anxiety to significant mental health needs.	Data tell us that there are more students currently with mental heath concerns which has been exacerbated by the covid-19/lockdown experience which students have suffered through.	3,4,5

Total budgeted cost: £259,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2023 academic years.

2020-2021

Due to the closure of all educational settings in spring 2021 because of the COVID-19 pandemic, there was a significant reduction in the capacity for quality assurance and assessment both internal and external, therefore the impact of the 2020/21 pupil premium strategy cannot be measured in the same way as other academic cycles. This is further exacerbated by the cancellation of summer examinations for the second year in a row. Therefore, the impact commentary is not typical of what has been provided in previous years. Attendance in 2020-2021 for students entitled to pupil premium funding, whilst not comparable due to such a large part of the year falling during academy closures, showed that attendance for disadvantaged was higher than previous years when we consider the attendance gap between disadvantaged students and their non-disadvantaged peers.

The outcomes for students at the end of year 11 were produced through the use of teacher assessed grades (TAGs). These showed that the difference between the progress of disadvantaged students and non-disadvantaged students narrowed across the year by 0.1. This narrowing of the gap will have come as a consequence of both the extra support in school provided to disadvantaged students but also the support given during school closures such as provision of laptops and IT infrastructure as well as remote learning support and intervention. For the most vulnerable on-site learning was provided throughout the pandemic. Through the academic year there was a 10% increase in attainment for disadvantaged students in both English and maths.

In year data for all year groups shows that the difference between the proportion of students making expected progress or better who are not disadvantaged and students who are eligible for pupil premium funding has reduced in every year group. For students who have remained on roll in the academy (years 7-10) the impact of the 2020-2021 pupil premium plan continues to be evident and the impact will be measured through assessment and the quality assurance cycle.

2021-2022

With a return to external examinations in Summer 2022 it was vital that the interventions and support in place for students had impact across all year groups. For the GCSE outcomes for 2022

students who qualify for pupil premium funding showed an improvement in outcomes in a number of areas:

GCSE Measure	2019	2022	change
% 7+ in English and Maths	2	7	+5
% 5+ in English and Maths	14	23	+9
% 4+ in English and Maths	43	45	+2
Attainment 8	36.23	36.57	+0.34
Progress 8	-0.42	-0.37	+0.05
Progress 8 English	-0.66	-0.27	+0.39
Progress 8 Maths	-0.30	-0.41	-0.11
Progress 8 Ebacc	-0.46	-0.25	+0.21
Progress 8 Open	-0.36	-0.58	-0.22

In year tracking has also indicated that the gaps between students who qualify for pupil premium funding and those who don't have narrowed. When looking at the proportion of students predicted to achieve or exceed their aspirational target the difference in proportion between students who qualify for pupil premium funding and those who do not is 4% in year 7, 3% in year 8, 4% in year 9 and 12% in year 10. Year 10 have the largest gap and are a focus in the strategy and the academy improvement plan as they move in to year 11 in September 2022.

Pupil voice has shown that students feel they benefit from the experiences that have begun to take place as restriction from Covid-19 have been lifted, this was particularly prominent during the summer term of 2022 and will continue to expand throughout the 2022/2023 academic year.

As a result of the transition program including the summer schools for the new year 7 and existing students in key stage 3 students have been able to make a flying start into the new academic year, early data for the current academic year has indicated that students who attended the key stage 3 summer school, including those who have transitioned to key stage 4, are making stronger progress in the current academic year.

2022-2023

With 2022 being the first year post-Covid 19 of the return to national examinations at GCSE, 2023 was the first year with the examinations comparable to 2019 as the adjustments and concessions ceased. This indicates that 2022 marked the initial opportunity for schools to observe the effects of school closures and remote learning on their students. Consequently, certain areas did not display the advancements we would have anticipated had these circumstances not occurred. However, there were some areas which did show improvement due to the impact of the hard work and strategies in place to work to negate the impact of remote learning at the end of key stage 3 for the year 11 leavers. The narrowing of the gap in English is especially pleasing as the national picture would suggest that this is an area which was at risk of widening but in actual fact the gap has halved compared to 2019. The impact of the national tutoring program (NTP) can be seen with this narrowing as disadvantaged students were targeted and engaged well with the intervention and support provided by NTP.

GCSE Measure	2019	2023	Change from 2019
% 7+ in English and Maths	2	4	+2
% 5+ in English and Maths	14	16	+2
% 4+ in English and Maths	43	40	-3
Attainment 8	36.2	33.6	-2.6
Progress 8	-0.42	-0.49	-0.07
Progress 8 English	-0.66	-0.34	+0.32
Progress 8 Maths	-0.30	-0.52	-0.22
Progress 8 Ebacc	-0.46	-0.39	+0.07
Progress 8 Open	-0.36	-0.64	-0.28

Internal data is also very pleasing for students with pupil premium funding especially in English where the gap is predicted to narrow further for 2024 outcomes.

The funding has contributed to increased attendance rates among Pupil Premium students. Additionally, they have shown greater engagement in class activities and extracurricular programs, leading to a more positive attitude towards learning.

The additional resources provided by Pupil Premium funding have enabled the school to offer targeted support services. This includes tailored interventions, one-on-one tutoring, mentoring programs, and access to specialized equipment or learning resources, resulting in improved learning outcomes.

Pupil Premium initiatives have positively impacted the social and emotional well-being of eligible students. There has been a noticeable increase in confidence, self-esteem, and resilience, contributing to a more conducive learning environment for all pupils.

The academy has actively involved parents and caregivers of Pupil Premium students, fostering a strong partnership between home and school. This collaboration has resulted in better support systems for these students, ensuring that their specific needs are addressed comprehensively.

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
National tutoring program	Pearson
A number of PIXL programs such as LORIC, WAVE	PIXL
GL assessments such as CATs, dyslexia screening	GL assessment
STAR reader and accelerated reader	Renaissance learning
Lexia reading support	Lexia Learning