

# Pupil premium strategy statement: Grace Academy Coventry



This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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.

**Update: February 2024**

## School overview

Detail	Data
School name	Grace Academy Coventry
Number of pupils in school	903 (Y7-11)
Proportion (%) of pupil premium eligible pupils	44.6%
Academic year/years that our current pupil premium strategy plan covers <b>(3 year plans are recommended)</b>	2021/2022 2022/2023 ( <i>reviewed Sept 2022</i> ) 2023/2024 ( <i>reviewed Nov 2023</i> )
Date this statement was published	November 2021
Date on which it will be reviewed	Sept 2022, Nov 20th 2023
Statement authorised by	Local Governing Body: December 2021
Pupil premium lead	Rebecca Wildman
Governor / Trustee lead	Jon Hughes –PP for KS3 Karla Margrett –PP for KS4

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£403,568
Recovery premium funding allocation this academic year	£103,224
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year (2023/2024)</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£506,822

## Part A: Pupil premium strategy plan

### Statement of intent

At Grace Academy Coventry, we believe every student has the right to a high quality education, free of barriers and obstacles. We recognise that in the students we serve, some of these barriers are related to: poverty, motivation, support at home, low aspirations, anxiety and lower literacy levels in those with the lowest prior attainment.

Furthermore, whilst the coronavirus pandemic does not define our disadvantaged students, these barriers in some cases became more pertinent. The impact these challenges have on our students manifests itself through: lower aspirations, lower attendance than their peers resulting in persistent absences, lower levels of progress in English and literacy compared to their peers and lastly, the resulting effect the pandemic has on the engagement with subjects requiring sustained written responses.

Where research supports our strategy at Grace, the EEF Guide to The Pupil Premium states that the key ingredient to a successful school is to place high quality first teaching at the heart of its strategy. The priority at Grace is to support our students in overcoming the obstacles they face in their education through the following core principles we deploy to support our disadvantaged students:

1. High quality teaching and assessment are at the heart of what we do to ensure the needs of all students are met through The Grace Way for curriculum and teaching
2. When appropriately identified, provision is made to ensure that all students receive the appropriate academic support, intertwined with their curriculum to support their learning
3. Through our pastoral care model, we deploy personal development strategies that exist to ensure we are able to deliver our quality first teaching principle

Grace Academy Coventry has 44.6% of children officially identified as disadvantaged. This is above the national figure of 20.8%.

## Challenges

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

Challenge number	Detail of challenge
1	Student attitudes to learning and behaviour result in higher levels of disengagement and subsequently isolations and suspensions for disadvantaged students
2	Persistent absenteeism attendance rates for disadvantaged students is significantly lower than their non-disadvantaged peers.
3	Students with the lowest prior attainment within the LPA group are predominantly disadvantaged students. At KS4, English in particular has historically had a consistent gap between disadvantaged and non-disadvantaged students, this is particularly evident in 2019 where the gap closed significantly across the school except in English. Numeracy levels within this group are slightly below their non-disadvantaged peers.
4	Non-examination subjects that require sustained written responses display a gap between disadvantaged and non-disadvantaged students
5	A relatively high proportion of the students on the pass borderline of higher tier papers are Pupil Premium. The grade boundaries for a pass are becoming increasingly unpredictable, putting these students at risk of not receiving a pass grade in tiered subjects.

## 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
Close gap between disadvantaged and non-disadvantaged students	Progress 8 of 0.0 contribution across all P8 buckets for disadvantaged students
Improved crossover outcomes in English and Maths	Improved crossover from 2023 outcomes (+ 15%)
Improved attendance: Disadvantaged students	Attendance in-line with school target: 95%
Reduced progress 8 gap in English for disadvantaged students	Improve the English gap for progress to in-line with school performance.
Decreased isolation and suspension and behaviour incidents	A decrease in isolations and to continue sustained decrease in suspensions from Term 3 2023
Improved levels of literacy	Reading age data to show improvement in literacy levels and reduction of gap between disadvantaged and non-disadvantaged
Improved outcomes in open bucket	Progress of 0.3 in non-core open bucket subjects

Improved outcomes at Key Stage 3	Improved levels of attainment and reduction in gap for English, Maths and Science at Key Stage 3
Improved outcomes in tiered subjects at KS4	A greater proportion of students achieving a 'good' pass or better in Science and Maths

## 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: £228,146.76

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Staff CPD</b></p> <ul style="list-style-type: none"> <li>Extensive CPD calendar focussing on strategies to improve attainment in disadvantaged students. Examples of specific CPD to improve the outcomes of disadvantaged learners: <ul style="list-style-type: none"> <li>How to use metacognition effectively in the classroom</li> <li>How to provide scaffolds that challenge learners, rather than limit them</li> <li>How to mark for 'quality of communication' to improve literacy</li> <li>How to use 'talking points' in lessons to improve oracy</li> <li>How to embed SMSC into the curriculum to raise cultural capital</li> <li>The 'I-we-you' Rosenshine principle as a way of ensuring lesson time is used effectively, with frequent checks for understanding and opportunity for independent practice</li> </ul> </li> <li>Middle leader specific disadvantaged training to upskill leaders to understand how best to support disadvantaged students (e.g. data analysis CPD from the Data Manager to ensure HODs have a strong grasp of how to use data to identify gaps in order to inform effective intervention)</li> </ul>	<p>A meta-analysis of 53 controlled trials of professional development interventions was commissioned by the Wellcome Trust and also finds that "CPD has similar attainment effects to those generated by large, structural reforms to the school system" (Fletcher-Wood &amp; Zuccollo, 2020).</p> <p>The study concluded that the impact of high-quality CPD on pupil outcomes is comparable to the impact of having a teacher with 10 years' experience in front of a class instead of a graduate teacher.</p> <p>The research also reports indications that high-quality CPD can lead to increased student</p>	1

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• A 'pathway' CPD approach is used to stream staff into more bespoke CPD sessions, ensure those who need to develop their Quality First Teaching have additional time for this</li> <li>• External CPD is actively sought out to develop all staff in their own areas of need or specialism, with Pupil Premium Champions, Lead Practitioners and the AP for T&amp;L all attending PP specific seminars</li> <li>• Senior leader quality assurance and monitoring of disadvantaged students – QA is done through the eyes of our PP students (half termly book scrutinies and/or pupil pursuits)</li> <li>• Consistent strategic mentoring of the strategy from Vice Principal</li> <li>• The Grace Way for teaching ensures that the opportunity for collaborative learning is possible – through the big question in our teaching element and our 'we participate' within our learning strand and to foster a 'no opt-out' culture.</li> <li>• Significant work around curriculum by Middle Leaders ensures that Powerful Knowledge is clear for staff, assessment opportunities are regular and robust, pace of learning is rapid, retrieval practice is routine and the opportunity to apply knowledge is well scaffolded and frequent</li> </ul>	<p>self-efficacy and confidence.</p> <p>Furthermore, research by Morris &amp; Dobson, 2021 (Spending the Pupil Premium: What Influences Leaders' Decision-making?) found that in order for school leaders to be responsive they need to have good information about the area</p>	
<p><b><u>Pupil Premium Champion Group</u></b></p> <ul style="list-style-type: none"> <li>• To champion best practice and share with the school</li> <li>• To monitor the efficacy of the 'Focus 5' strategy in classrooms through learning walks</li> <li>• Looking to embed the highest impact strategies: collaborative learning, mastery learning and homework</li> <li>• To actively improve their own understanding of the barriers of our PP students, and strategies to overcome this through CPD and research, and impart learning across the teaching staff</li> </ul>	<p>The champion group looks to review, share and embed the highest PP interventions:</p> <ul style="list-style-type: none"> <li>• Collaborative learning (+5 months)</li> <li>• Mastery learning (+5 months)</li> <li>• Feedback (+6 months)</li> </ul>	
<p><b><u>Achievement Board Meetings</u></b></p> <ul style="list-style-type: none"> <li>• Curriculum and QoE (Tuesday morning) - these meetings involve discussion of current data, book scrutiny outcomes and learning walk findings to determine</li> </ul>	<p>Behaviour interventions have been shown to add</p>	<p>1,2,3</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>changes in the PP gap and to reflect on the impact of previous interventions. They also provide an opportunity to devise new interventions/strategies to support PP students within a particular subject.</p> <ul style="list-style-type: none"> <li>• Pastoral – behaviour, attendance and progress interventions (Tuesday PM, alternating Key Stages). These meetings involve data analysis and anecdotal feedback around pupil behaviour to determine focus students for attendance, behaviour and academic intervention by the heads of year. There is also a cascade approach whereby tutors will each be given 5 attendance, behaviour and attainment focus students for the term.</li> <li>• These meetings determine which students' attendance is most at risk of becoming an issue - PP students are always prioritised for parental phone calls around attendance each day.</li> <li>• Considering key information for governors</li> </ul>	<p>on 4 months' worth of progress.</p> <p>The curriculum meetings focus on several areas of the EEF toolkit based on whatever is most appropriate.</p>	
<p><b><u>Recruitment and retention</u></b></p> <ul style="list-style-type: none"> <li>• AP for Science and T&amp;L - now leading on PP, focusing on Quality First Teaching and improving strategies within the lesson for improving PP outcomes (line managing the Lead Practitioners and Pupil Premium Champions); line managing the Science department in order to improve the % of PP students achieving a 'good' pass or better, through CPD around Foundation teaching, development of the 'I-we-you' Rosenshine Principle and through developing the homework policy to remove barriers for PP students.</li> <li>• Associate AP SL Maths, and Exams - focusing on improving Foundation teaching in maths, ensuring tier entries enable to best possible outcomes for PP students</li> <li>• Lead Practitioner – English - focusing on improving literacy and oracy (in both pupils and staff, enabling better role modelling)</li> <li>• Lead Practitioner - Science - focusing on current research around how best to</li> </ul>	<p>The implementation and monitoring of this strategy means that the ALT responsible oversees: behaviour interventions, mentoring, metacognition and self-regulation, parental engagement and reduction of class sizes which all have been outlined in the strategy and proven to have impact (4 months, 2 months, 7 months, 4 months and 2 months respectively).</p> <p>Furthermore, within John Dunford's analysis of what successful schools do to support disadvantaged students, head teachers and teachers needed to</p>	1, 2, 3, 4, 5

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>support PP students and delivering CPD around this</p> <ul style="list-style-type: none"> <li>• PP and STEM lead teacher - focusing on creating opportunities for PP students to get involved in STEM outside of lessons and raising aspirations</li> <li>• Overstaffing in English and Maths to enable targeted intervention - Lexia intervention is run by English specialists to provide the best possible opportunity for rapid progress in PP students' literacy</li> <li>• 'Director of' role added to core subjects to enable ongoing development of curriculum in core subjects, providing the best opportunity for improving outcomes in subjects that will provide the greatest choice for the next steps in their education, beyond secondary school.</li> </ul>	<p>monitor and evaluate the impact of any current strategies on pupils; change them if they're not working</p> <p>All three leads have specific examples which are proven to have high impact. Within</p> <p>Maths lead specific:</p> <ul style="list-style-type: none"> <li>• Small group tuition (+4 months)</li> </ul> <p>English lead specific:</p> <ul style="list-style-type: none"> <li>• Reading comprehension strategies (+6 months)</li> </ul> <p>Teaching and learning specific:</p> <ul style="list-style-type: none"> <li>• Feedback (+6 months) the regular monitoring and review of the whole school feedback policy (whole class feedback)</li> </ul> <p>These additional leads in maths and science will take a more strategic view over tier entries through robust data analysis to inform classlists and by facilitating CPD around teaching foundation classes effectively.</p>	

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

Budgeted cost: £133,969.00



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Primary Teacher of Transition &amp; Intervention</u></b></p> <ul style="list-style-type: none"> <li>• Small class intervention focussing on low prior attaining Year 7 students - this provides support in accelerating progress in the foundational literacy and numeracy skills that, without them, could act as a barrier to accessing the curriculum and assessments in multiple areas</li> </ul>	<p>EEF summary states that reducing class size results in 3 months additional progress on average (effect size of plus 3).</p>	<p>3</p>
<p><b><u>Teaching Assistant support</u></b></p> <ul style="list-style-type: none"> <li>• Teaching Assistants are deployed both in lesson and for out of lesson intervention in our 'Nurture' department.</li> <li>• Teaching assistants and training have both received training on the best ways that TAs can work in the classroom, to ensure that students are receiving Quality First Teaching from the subject specialist</li> <li>• Teaching assistants also support students in accessing homework, both from an academic perspective and in keeping organised and on top of work - removing a barrier that many of our SEND PP students have to home learning.</li> </ul>	<p>Teaching assistant interventions are highlighted as having moderate impact and contributing to 4 months' worth of impact using the EEF toolkit.</p>	<p>1 &amp; 3</p>
<p><b><u>Exam group intervention</u></b></p> <ul style="list-style-type: none"> <li>• Raising aspiration group -</li> <li>• Extended study group (Wednesday and Thursday) - PP students are provided with a place to study, with specific work set by their teachers to help accelerate their progress and guided by key members of the leadership team to help develop their study skills</li> <li>• Period 6 - ensures all pupils have the time and resources to complete coursework to the best of their abilities and to ensure revision is focused and effective in the run up to mock exams, with support from subject specialists - the attendance of PP students is tracked, enabling targeted contact with home when pupils are not taking up this opportunity</li> <li>• Big Lecture - a tool for delivering Powerful Knowledge in an efficient way in the run up to exams from the most experienced members of staff, with the</li> </ul>	<ul style="list-style-type: none"> <li>• EEF toolkit references aspiration interventions as potentially impactful. At Grace however, our experience in raising the attainment of these groups has found that they have a positive impact on: behaviour, attendance and attainment. The raising aspiration group from 2022 starting point was -2.14 in July 2021. These students moved to -1.38 by</li> </ul>	<p>1 &amp; 3</p>



Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>best understanding of exam specifications</p> <ul style="list-style-type: none"> <li>Elevate study skills</li> </ul>	<p>December, -0.83 by March and eventually finished at -0.32 using the 2022 outcome data. The attainment data for the 2022/23 cohort was more mixed for PP students in this cohort, but with a more obviously positive impact in students' attitude and attendance.</p> <ul style="list-style-type: none"> <li>Extending school time has been shown in the EEF toolkit to have 3 months' worth of impact.</li> <li>Peer tutoring (similar to the MyTutor initiative) has been shown to add 5 months' progress</li> <li>Elevate education: Metacognition and self-regulation ranks as the highest, most impactful strategy outlined in the EEF toolkit, contributing to 8 months' worth of progress.</li> </ul>	
<p><b>Data-based intervention</b> support to facilitate student-level intervention (such as the students from the 'aspirational boys' group)</p> <ul style="list-style-type: none"> <li>Action plans formulated using data packs from AP3 data and GCSE exams – summer 2023</li> <li>Packs shared in the week commencing 25th September 2023</li> </ul>	<p>Collection and analysis of data on groups and individual pupils and the monitoring of this over time was identified as part of Sir John Dunford's (National Pupil Premium Champion) strategies as</p>	<p>1 &amp; 2</p>

Activity	Evidence that supports this approach	Challenge number(s) addressed
<ul style="list-style-type: none"> <li>• The data manager and their role in producing summaries for key stakeholders (such as HOY, ALT and LGB)</li> <li>• To produce progress summaries after each assessment point with focus on school focus groups</li> <li>• To support key priorities for year</li> <li>• The summaries produced provide heads of department with high-quality data to allow rapid intervention</li> <li>• Data meetings with HOD, ALT link, VP and Principal to ensure that HODs have a strong grasp of trends in the PP gap in their areas and are able to design - and reflect on - effective intervention to close that gap further</li> </ul>	<p>having the most successful impact.</p> <p>Ways this data will be used are: behaviour interventions (+4 months), mentoring (+2 months), one-to-one tuition (+5 months). All of these strategies will be utilised throughout the year and react to the data given, all impact data taken from the EEF toolkit.</p>	

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

Budgeted cost: £145,913

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b><u>Focus 5</u></b>  <i>Comprised of: pastoral Focus 5 (behaviour, attendance and progress – Focus 10, 5 and 3), Year 11 mentoring, ALT mentoring</i></p> <ul style="list-style-type: none"> <li>Our pastoral care model is built around 5 teaching Heads of Year and 5 Assistant Heads of Key Stage, a link-ALT and a KS3 &amp; KS4 senior leader to implement the 'Focus 5 – Pastoral' strand</li> <li>These teams will coordinate tutor teams and a range of activities, such as assemblies, literacy, numeracy and PSHE, as well as fostering our pastoral care system across both key stages from an attendance and behaviour perspective. They also cascade the 'Focus 5' programme to tutor and support staff level (tutors having their individual three students)</li> </ul>	<p>EEF toolkit states that 'Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Behaviour interventions have been highlighted as having 4 months' worth of impact using the EEF toolkit.</p> <p>Parental engagement has been highlighted as having 4 months' worth of impact using the EEF toolkit.</p>	1 & 2
<p><b><u>Project Grace</u></b></p> <ul style="list-style-type: none"> <li>Science equipment as requested by HOD to support practical work</li> <li>Peripatetic music lessons</li> <li>Brand new stock for the recently refurbished library</li> <li>Duke of Edinburgh</li> </ul>	<p>All strategies outlined can be found as having positive progress for disadvantaged students using the EEF toolkit</p>	1, 2, 3
<p><b><u>Attendance support team</u></b></p> <ul style="list-style-type: none"> <li>Attendance Officer to facilitate the reduction in the number of persistent absentees.</li> <li>Assistant Heads of Key Stage and Attendance Officers prioritise PP students in contact home about attendance and in home visits to collect students who need support in getting to school</li> <li>Utilise Family Support Worker, Attendance Officer and Heads of Year to monitor pupils and follow</li> </ul>	<p>EEF 'Wider Strategies' page 9 states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance</p> <p>A large part of this work is through parental engagement,</p>	2

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>up quickly on absences and to identify patterns.</p> <ul style="list-style-type: none"> <li>Family Support Worker to provide different layers of internal and external support to ensure attendance increases</li> </ul>	<p>which the EEF toolkit suggests adds 4 months of impact.</p> <p>Similarly, 'mentoring' has been identified as having 2 months of impact. A combination of both strategies is utilised</p>	
<p><b><u>Extensive Ethos Programme</u></b></p> <p><i>Utilising the Ethos hub leads to coordinate these programmes</i></p> <ul style="list-style-type: none"> <li>Industrial cadets – Year 8 and 9</li> <li>STEM workshops with the EDT (2 per year, giving pupils an opportunity to work practically, taking on engineering challenges)</li> <li>BBO (Building Better Opportunities) programme</li> <li>Sixth Form mentoring - 1:1 sessions with high tariff students, group sessions with students</li> <li>Extra-curricular clubs (with the tracking of PP attendance, in order to help us adjust the offer in order to provide the best possible opportunities for these students)</li> </ul>	<p>One-to-one tuition has been shown to have 5 months of positive impact.</p> <p>Arts participation has been highlighted as low cost and moderate impact adding on 3 months as part of the EEF toolkit.</p> <p>Homework (and the use of homework clubs) has been shown in the EEF toolkit to have 5 months' worth of impact.</p>	1 & 2
<p><b><u>Hardship support</u></b></p> <ul style="list-style-type: none"> <li>Uniform</li> <li>All PP students provided with pencil case of equipment including calculator and a water bottle</li> <li>PE kit for PP students provided</li> <li>Family hampers: food, Christmas, Easter and at other appropriately timed points</li> </ul>	<p>The EEF toolkit references parental engagement as having 4 months' worth of impact. This hardship support helps foster this engagement. In our experience, we find this is a low fraction of our total spend but has a massive impact in supporting our disadvantaged parents, which in turn allows them to better support their children.</p>	1 & 2
<p><b><u>'Out of the gates' initiatives</u></b></p> <p><u>Careers advice</u></p> <ul style="list-style-type: none"> <li>Independent careers advisor - PP pupils are prioritised</li> <li>Provide targeted support for careers advice and guidance to pupils who may lack awareness of relevant opportunities and raise aspiration</li> </ul>	<p>Aspiration interventions are highlighted by the EEF toolkit as having insufficient evidence. However, internally we have seen benefits in behaviour, attendance and in some cases attainment.</p>	4

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Summer school</u></p> <ul style="list-style-type: none"> <li>Year 6 students given a blend of academic and enrichments activities</li> <li>Also, to start to build relationships with their peers and teachers as well as familiarising themselves with the Grace way and environment</li> </ul> <p><u>Revision guides</u></p> <ul style="list-style-type: none"> <li>Projected spend</li> <li>Revision guides given free of charge for support with ECA's</li> <li>Revision guides also provided to Year 10 and 12 students in preparation for GCSE and A level exams</li> </ul>	<p>Summer schooling has been highlighted as having 3 months' worth of impact using the EEF toolkit.</p>	

## Evidence:

- <https://thirdspacelearning.com/blog/how-to-spend-pupil-premium-funding-primary/>
- <https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit>
- [/assets.publishing.service.gov.uk- How schools are spending the funding.](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/611111/How_schools_are_spending_the_funding.pdf)
- <https://www.sec-ed.co.uk/news/research-teacher-school-cpd-impact-student-exam-outcomes/>

**Total budgeted cost: £508,028.76**

## Part B: Review of outcomes in the previous academic year (August 2023 results)

	2023	<u>Change in gap</u> 2022 to 2023
Disadvantaged 2023 P8 score:	-0.5	0
Disadvantaged 2023 A8 score:	3.6	+0.2
English P8 score 2023 (Disadvantaged)	-0.5	0
Maths P8 score 2023 (Disadvantaged)	-0.8	0
EBACC P8 score 2023 (Disadvantaged)	-0.4	-0.1
Open P8 score 2023 (Disadvantaged)	-0.4	+0.2
Non-mobile disadvantaged P8 score (2023):	-0.5	-0.45
Non-mobile disadvantaged pupil A8 score (2023):	3.7	0

Activity	Impact
<u>Teaching</u>	
Staff CPD	<p>External Support Partner review highlighted the most effective lessons had evidence of “Focus Five” strategies. Teachers who regularly implemented strategies from the bulletin were those staff where best practice was shared.</p> <p>2023 outcomes across Y10 (AP3 scores) show a promising closing and in one case (Open bucket) reversal of the PP gap:</p> <ul style="list-style-type: none"> <li>• Maths: 0.1</li> <li>• English: 0.2</li> <li>• EBACC: 0</li> <li>• Open: -0.1</li> </ul>
Recruitment and retention  (Science and Maths focus)	<p>2023 provisional outcomes:</p> <p>In Biology- disadvantaged students performed in line with non-disadvantaged peers and made more progress than non-PP counterparts (PP 0.48; non PP 0.35).. The gap between disadvantaged pupils and their peers was also close to 0 (0.1) in</p>

Activity	Impact
	<p>Chemistry. PP students made positive progress in both these subjects and close to (-0.07) in Physics.</p> <p>Looking at KS3 AP3 data, a greater percentage of PP than non-PP pupils (6%) are on track to achieve a grade 7 in their science GCSEs in the Y9 cohort. Year 10 PP students made more progress than their peers in the AP3 exams in science (0.03 gap in favour of PP).</p> <p>In Y10 maths, the AP data showed a small PP gap of 0.1 and, in Y9 a higher proportion of top grades were achieved by PP students (3% more PP students are on track for a grade 8-9 in their maths GCSE than non-PP).</p>
Achievement board meetings	<p>Pastoral:</p> <p>There was a clear reduction in the percentage of suspensions by disadvantaged students from term 1 until the end of year, bucking the national trend (whereby suspensions of PP students is estimated to have increased by 75% since 2019).</p> <ul style="list-style-type: none"> <li>• Term 1: 75%</li> <li>• Term 2: 73%</li> <li>• Term 3: 52%</li> </ul> <p>The total number of suspensions has also decreased:</p> <ul style="list-style-type: none"> <li>• 2021/22: 224</li> <li>• 2022/23: 217</li> </ul> <p>Curriculum:</p> <p>Significant improvement in Humanities attainment/progress, with P8 improving by 0.4 (averaged across Geography, History and RE) in 2023 compared to 2019. The progress gap has also closed significantly across the humanities subjects, with PP students making more progress, on average, than their peers in geography (a gap of 0.3 in favour of PP).</p>
ALT responsibility	<p>External Support Partner feedback highlighted the impact the ALT responsibility for Pupil Premium continued to have. Review conducted on 17<sup>th</sup> November 2022.</p>



Activity	Impact
Strategic leads (Maths/English)	<p>No change in the gap for disadvantaged students at Y11, but significant improvements in other year groups:</p> <p>AP3 data showed only a 0.05 gap in year 7 and a reversal of the gap in Y10, with PP students making more positive progress than their non-disadvantaged peers. A small (but closing) gap of 0.11 is present in Y8, based on their AP3 data.</p> <p>Small progress gaps are still present in maths, based on AP3 data, but these are closing: Y7 0.1; Y8 0.17, Y9 0.04</p>
<u>Academic support</u>	
Overstaffing English	The KS3 AP3 data for English shows a closing and, in many areas, reversing of the PP gap: 2% more PP students are on track to achieve a grade 4-5 in English than their non-PP classmates in Y9. In Y7, 3% more PP students are on track to achieve a grade 8-9 in their English GCSE, compared to their non-PP peers.
TA support	Small group intervention and in-lesson support continues to support staff and raise the quality of lessons across the Academy. Specific disadvantaged students supported in GCSE examinations.
Year 11 intervention sessions	The P8 gap has closed by 0.2 in the Open bucket, an area of focus in the PP strategy. This will continue to be a focus.
Data based intervention	<p>Consistently used throughout the year to inform: Big Lecture, Period 6, Catch-up classes and other interventions.</p> <p>Used during HOD line management time (week beginning 11th September) to write action plans.</p>
Elevate education	Student voice shows 100% satisfaction and engagement with the programme. Booked for the same intervals for the 2023/2024 academic year.
<u>Wider strategies</u>	

Activity	Impact
Pastoral team	<p>Behaviour and attendance across the Academy have improved substantially during the 2022/2023 academic year.</p> <p>For 2023/2024, 'Focus 5' to be in place from September to target specific disadvantaged students in: behaviour, attendance and progress with a focus now on teachers monitoring the impact of their F5 strategies</p>
Attendance team	<p>Attendance for all students in 2022/23 is above national average and the attendance gap between PP and their peers reduced from the previous academic year by 1.3%.</p> <p>Focus for disadvantaged in 2023/2024 is persistent absenteeism which is in line with the national picture.</p>
Family support & Ethos lead	<p>Although hard to measure, the number of families receiving support grew as the year progressed and a number of disadvantaged students improved their very low attendance and sat exams in 2022/23.</p> <p>Anecdotally, there is a small number of disadvantaged students who, without this support, would not have sat their exams at all.</p>
Extra-curricular	<p>Review showed that, in Years 7 and 11, a greater proportion of pupils attending extra-curricular clubs were PP. In Years 9 and 10 there was almost a 50:50 balance of PP and non-PP students in extra curricular clubs.</p> <p>A number of STEM events ran across the year, with external facilitators from the EDT and Industrial Cadets - the e received exceptionally positive feedback from the pupils (all of whom were PP).</p> <p>Target for 2023/2024 is to grow numbers across the school whilst retaining the percentage of disadvantaged students.</p>
ALT mentoring	<p>Significant reduction in behaviour incidents and absence in disadvantaged students between January and March, before the exam season.</p>

Activity	Impact
Hardship support	Again, hard to measure, but there was a high impact with our students and a number of disadvantaged students in Year 11 were supported in taking exams and achieving grades.
Careers	Disadvantaged students received consistent, meaningful advice across the year with disadvantaged students targeted earlier from an external agency. As a result, 2020/21 data indicates 100% of students at/working towards EET. New data for the 2022/23 cohort will be available in November.
Summer school	In-year tracking required beyond the summer school for 2023/24. The impact is clear for the summer, but not for the wider impact (across the full academic year).
Books from around the world	<p>Contributed to the positive outcomes of the literacy review and fostering a love of reading.</p> <p>Impact in 2021/22 evident through English attainment and progress for disadvantaged students.</p> <p>Impact for 2022/23 appears positive, through internal assessments in attainment and progress in English. The gap in progress between PP students and their non-disadvantaged peers is small and, in Year 9 reversed, across KS3 and Y10 AP3 data.</p>

## Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year. 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
Study sensei and Student elevation	Elevate Education
Online Summer School	Purple Ruler

## Further information: Additional in-year strategy for 2023/2024

In response to the areas where disadvantaged students do not attain or make progress in line with their peers, we are:

- Prioritising those subjects in the “open” bucket and supporting disadvantaged students in maximising attainment in these subjects prior to November mock examinations
- In Key Stage 4 vocational subjects where PP students are statistically disadvantaged in terms of the progress they make, the courses are changing to GCSE options to reduce the impact that a large coursework element has on our PP students
- A more strategic emphasis being placed on the setting of Key Stage 4 pupils in tiered subjects, to minimise the potential impact of unpredictable grade boundaries at the pass borderline