

Pupil premium strategy statement 2022-23 (2021-2024)

Before completing this template, you should read the guidance on [using pupil premium](#).

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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. (Notes in Red are amendments entered Nov 2022)

School overview

Detail	Data
School name	Acle Academy
Number of pupils in school	579 (Nov 2022) 537 (sept 2021)
Proportion (%) of pupil premium eligible pupils	166 (28.6%) (Nov 2022) 123 (22.9%) (Sept 2021) Funding based on Oct 2021 census
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Sept.2021- Sept 2024 (3 years)
Date this statement was published	October 2022
Date on which it will be reviewed	July 2023
Statement authorised by	Mrs Watts- Principal
Pupil premium lead	Mrs Skarin- Assistant Principal
Governor / Trustee lead	Ms A Wall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£126,080.
Recovery premium funding allocation this academic year (Catch up)	£ 39,720 (based on last year's provision)

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	£165.800

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

At Acle Academy we are committed to achieving the best possible outcomes for our disadvantaged pupils. We aim for them to thrive as learners, as positive contributors to school and community life, developing key skills and in achieving happy, successful and fulfilled lives. As part of our whole school priority, we focus on promotion of literacy across all subjects with a particular focus on developing reading and language acquisition. One of the biggest challenges for our students in order to access the academic curriculum being related to literacy and particularly at KS4 an increase in reading comprehension within the changes to the GCSE curriculum within many subjects, together with the fact that as a result of lockdown there has been a national reduction in students' reading ability, the promotion of literacy is a key objective for us. With low literacy being a key barrier for learning and levels of literacy and PP attainment being intrinsically linked, this is a key area to focus on in order to close the gap between PP and non-PP pupils.

In line with our whole school priority to promote a culture of positive mental health and wellbeing for students, staff and families, and to ensure enrichment opportunities complement the taught curriculum, we want to ensure that our disadvantaged students feel supported by the school and that they are an integral part of our school community and to help the access the wider curriculum. Furthermore, enrichment opportunities will help develop important skills such as teamwork, problem solving and presentation skills, which will benefit students in later life and will also help improve their mental health and well-being as well as fostering effective relationships between staff, students and families. This in turn will benefit the taught curriculum through improved attitude to learning and engagement.

How does your current pupil premium strategy plan work towards achieving those objectives?

In order to meet our objectives, Acle Academy's Pupil Premium strategy plan is structured in accordance with the DFE's and EEF's recommendations of a tiered approach, with focus on Quality First teaching, targeted academic support, and wider strategies. Our pupil premium strategy focuses primarily on development and training of teachers with regards to developing literacy and teaching strategies within the classroom. In line with EEF research we know that what happens in the classroom, makes the biggest difference, particularly for disadvantaged students. Our maintained whole school CPD focus of development of metacognitive, memory and feedback strategies is in line with the EEF recommendations on strategies which can have a significant impact on pupil progress and attainment.

In line with EEF our strategy is a three-year cyclical plan, with ongoing monitoring and yearly reviews. It is centred around diagnosing challenges and needs, basing strategies around evidence and equipping staff, monitoring implementations of strategy and students' progress with yearly evaluation. In diagnosing challenges and barriers to learning, we complete a 360 review of PP students, with a focus on identifying barriers to learning, both academic and pastoral for our students and parents. We make use of PP interviews and passports, parental and students' surveys, PASS survey, attendance data, behaviour and exclusions data, transition data and GL assessments in order to identify the need for potential targeted academic intervention, peer tutoring or wider pastoral intervention.

In order to meet our objectives, Acle Academy ensures that provision is made to secure the teaching and learning opportunities of all students. In order to ensure our strategy is effective, we utilise both internal and external data including the EEF Teaching and Learning Toolkit and the EEF Guidance Reports when planning the provision for students who belong to the vulnerable groups in order to ensure the needs of socially disadvantaged students are adequately addressed. To ensure successful implementation and sustained impact of the strategy it is planned and aligned with our whole school development and improvement plan and in line with CPD provision.

What are the key principles of your strategy plan?

We subscribe to the DfE guidance that states:

‘Evidence suggests that pupil premium spending is most effective when schools use a tiered approach, targeting spending across the following three areas below but focusing on teaching quality - investing in learning and development for teachers.

This evidence base has allowed us to formulate a set of key principles for our Pupil Premium strategy plan:

- We will ensure that Pupil Premium funding is spent on the target group, and that we are aware that within our target group there are a diverse range of needs – both existing and emerging.
- We will thoroughly analyse tracking data at departmental level, to identify pupils who are under-achieving and endeavour to work out why.
- We will use evidence to allocate funding to big-impact strategies, e.g. evidence and research supported by the EEF.
- We will be relentless in our pursuit of high-quality teaching and application of our PP VIP policy, and not rely on interventions to compensate for poor teaching.
- We will support the whole student, through the work of our pastoral team, including supporting them and their families with attendance, mental health and wellbeing.
- We will use achievement data to check interventions are effective and make adjustments where necessary if impact seen is limited.
- We will have a senior leader with oversight of how PP funding is being spent.
- We will ensure that teachers know which pupils are eligible for Pupil Premium.
- We will have a named governor who will oversee and challenge our use of the Pupil Premium.

The key principle in our strategy is to create a culture of collective responsibility so there is a united approach regardless of a person’s role to support our most disadvantaged and vulnerable students.

Challenges

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

Challenge number	Detail of challenge
1	For some students eligible for PP, literacy and numeracy skills are lower than age related expectations, which prevents them from making good progress in a range of subjects across KS3 and KS4. (GL assessments) Last academic year there were gaps in

	progress in both English (-0.32 for disadvantaged students compared to -0.12 for whole cohort) and maths (0.67 for disadvantaged students compared to 0.69 for whole cohort)
2	Low level of attainment on entry. Some PP students were adversely affected by the impact of school closures in light of the Covid-19 pandemic; they had limited access to/engagement with remote learning and will have significant gaps in their knowledge and skills. (SATS/ GL Assessments) We are still seeing the impact of low reading ages for incoming students, with 23 students not meeting the reading age of 10, of which 15 are PP. With 5 student of 4 are PP having a reading age of 5/6.
3	A number of HPA PP students are not meeting the stretch required to attain grades 7-9 at KS4 – this can be attributed to a lack of motivation, organisation, study skills, teacher expectations and/or resources. (Tracking data) From the 2022 results we can see none of the 3 identified HAPs got over an average of grade 6. Using T3 data from end of year 10, we can see that we do still have a number of PP HPA student who are underachieving.
4	Some of our PP students have limited access to opportunities, resources and enrichment that would promote wider learning beyond the classroom. This has been worsened by Covid-19. (PP Interviews and application of financial support) Continued need of financial support and parents reaching out for support is evident, with the current economic situation we expect this to rise.
5	Attendance of disadvantaged students lower than non-disadvantaged. Persistent Absentee higher than non-disadvantaged students. (Evidence attendance data) Current data (Nov 2022) show that PA amongst PP students are a major concern.
6	Personal Development Behaviour and Welfare issues among some of our disadvantaged students which has an impact on their wellbeing, motivation and being able to access the learning. (PASS Survey, Engage and Reflection data) From 2022 pass survey data we can see that the biggest concerns amongst PP students is Year 10- attitude towards attendance, year 8 and 9 the lack of own confidence with perceived learning capacity.

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
Teachers become more evidence informed in applying effective teaching strategies in their classrooms to maximise student progress to endeavour to close the PP progress gap. Students will have more explicit instruction in literacy, through clear feedback and metacognition and as a result will boost their skills, progress and, in turn, their attainment.	<p>All PP students meet or exceed targets as a result of quality first teaching.</p> <p>All staff are fully aware and equipped to meet the emerging and identified needs of PP students.</p>

	<p>PP VIP policy consistently used as part of quality first teaching to support PP progress</p> <p>PP VIP policy monitored during learning walks show that it is consistently applied.</p>
<p>PP students to close the gap against their peers in Literacy and Numeracy. This will be supported through vocabulary acquisition and transferable numeracy skills which will support progress overall.</p>	<p>PP students to meet their expected reading age by end of KS3.</p> <p>Use of targeted interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP.</p> <p>Targeted interventions are planned to pupil need and remain time limited. Interventions are reviewed and monitored for effectiveness.</p>
<p>For PP students to enjoy the wide range of enrichment activities we have on offer at Acle Academy and to feel that they are part of our school community.</p> <p>A wide range of extra-curricular activities will be offered to tap into our children's passions, children will be able to learn new skills, and increase pupils' confidence and resilience encourage pupils to be more aspirational</p>	<p>Wide participation by PP students to match that of non-PP students taking part in after school clubs, peri- music lessons and other enrichment activities and extracurricular opportunities. (At least 25% PP representation)</p> <p>PP VIP strategy consistently applied to any opportunities provided by school. PP 25% to be implemented and supported by invitation and preselecting.</p> <p>Every PP child should by the time they leave have taken part in one or more extracurricular opportunities or interactions.</p>
<p>Attendance will increase for disadvantaged students – including using external agencies to support students' reintegration. For PP attendance to be 'good' compared to national attendance (96%).</p>	<p>Attendance for disadvantaged students to be in line with non-disadvantaged students.</p> <p>Attendance officer will promptly call families who have an absent child without reason. PP VIP applied.</p> <p>Extremely poor attendance (below 90%) will be challenged and support offered to families, through fast and clear communication. In line with our relational approach the aim is to understand and identify any issues behind the attendance concern and put support and strategies into place.</p>

	<p>Increased engagement with parents, through track and act fast to close any emerging differences in the attendance of PP students when compared with non-PP students.</p> <p>Half termly review of data tracked and actions put in place.</p>
Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a particular focus on English and maths.	P8 score for disadvantaged students to be inline with whole cohort.

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 2022-23: £40,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Focus on embedding research informed practices to improve teaching and learning Focus on Feedback as part of quality first teaching and learning, through CPD, 'Walk Thrus' focus and use of the ARC model and the EEF guidance Report of Feedback will inform classroom practice.</p> <p>Maintain our CPD focus of development of metacognitive and feedback strategies in the classroom.</p> <p>Implementation of low stakes /retrieval testing to ensure all students, and in particular disadvantaged students, experience success and celebrate the acquisition of knowledge to build confidence.</p>	<p>Best Practice (EEF +8 months)</p> <p>The EEF Teaching and learning Toolkit suggests that these strategies will enable disadvantaged students to make up to 8 months additional progress when employed successfully in the classroom</p> <p><i>Sutton Trust – quality first teaching has direct impact on student outcomes.</i></p> <p>https://educationendowmentfoundation.org.uk/guidance-for-teachers/assessment-feedback</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/feedback</p>	1, 2, 3
<p>Use of GL Assessments to support diagnosis of disadvantaged students individual learning needs, in order to identify gaps in learning that will impact on pupil progress and attainment and better equip classroom teachers, support staff, and to inform specific interventions to support their learners.</p>	<p>The EEF suggest that investment in diagnostic testing will enable schools to be more evidence informed in supporting the bespoke needs of individuals, rather than a generic approach to interventions.</p> <p>When used effectively, diagnostic assessments can indicate areas for development with individual pupils or across classes and year groups.</p> <p><i>EEF-Diagnostic-Assessment-Tool.pdf (d2tic4wvo1iusb.cloudfront.net)</i></p>	1 – 2

<p>Whole school strategies on Literacy, including; vocabulary acquisition, tiered vocabulary and Pixl unlock strategies.</p> <p>Our strategies are informed by the EEF Guidance report, and focuses in particular on strand 1, prioritising 'disciplinary literacy' across the curriculum, and strand 2, and providing targeted vocabulary instructions in every subject. Disciplinary literacy is an approach to improving literacy across the curriculum that emphasizes the importance of subject specific support</p> <p>Funding of whole school literacy lead.</p>	<p>The EEF Guidance report on Improving literacy in Secondary Schools, identifies that literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.</p> <p>The EEF Toolkit also identifies that specific reading comprehension strategies which focuses on the learners understanding of written texts can have an average impact of an additional six months' progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks3-ks4</p>	1-2
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 70.800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>National Tutoring programme – Continued small group intervention in English and Maths with selected students, based on gap in progress as a result of Covid-19.</p>	<p>Evidence shows that there is a substantial attainment gap between pupils from disadvantaged backgrounds and their classmates – and this is likely to have grown significantly since school closures. There is extensive evidence showing the impact of tutoring to support pupils who have fallen behind.</p> <p>The National Tutoring Programme (NTP) will help boost the learning of those pupils most affected by the impact of missed time in school during the pandemic.</p> <p>The programme gives pupils access to one-to-one, online or small group teaching with specialist tutors.</p> <p>We know from the EEF that the average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p>	1-2

	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	
<p>Funding of Progress Tutors, to lead on targeted Maths and English intervention led by progress tutors, to deliver targeted catch up sessions. To create an 'extra set' in year 7 for English and Maths.</p> <p>This will allow teachers to work with slightly smaller classes and will allow for a smaller 'nurture' group to offer the most vulnerable, with low prior attainment to work on a more personalised curriculum.</p> <p>Progress Tutors will also be responsible for leading on bespoke English and Maths interventions, as well as working with the head of faculty to adapt the wider curriculum in English in response to the GL assessment outcomes and gaps in knowledge being identified.</p> <p>To deliver a bespoke reading strategy programme created by our Literacy Lead, for disadvantaged Y7 and Y8 students whose reading age is below 10 years.</p>	<p>Pre and post assessment data for students receiving tuition suggest that most students make rapid progress and the EEF toolkit informs us that small group tuition can have the impact of up to 5 months additional progress.</p> <p>Internal GL Reading assessment in conjunction with the NGRT profiles identify specific reading skill deficiencies amongst disadvantaged students, in particular inference, which we know are crucial in being able to make progress and access the curriculum and assessments. Progress Tutor led intervention via the Rapid Plus Programme will be addressing these gaps in reading skills through bespoke literacy intervention.</p> <p>Progress tutor will also mentor targeted KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets, impact evaluation and Year 11 outcomes.</p> <p>Reducing class size has a small positive impact of 2+ months, on average according to the Education Endowment Foundation's Tool Kit. The additional staffing allows for a teacher in English and maths to be free in form time for intervention with small groups. According to the EEF, small group work could lead to an additional 4 months progress over the academic year</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/maths-ks-2-3</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	1-2
<p>PP Study Skills Tailored programme. Focusing on teaching them specific metacognition and self-regulation approaches.</p> <p>Membership for 12 high-prior attaining students (the large majority of which are PP) to take part in the Brilliant Club. The aim is to increase the number of pupils from under-represented backgrounds</p>	<p>According to EEF the potential impact of metacognition and self-regulation approaches is high (+7 months additional progress).</p> <p>The EEF also states that Metacognition and self-regulation strategies can be effective when taught in collaborative groups so that learners can support each other and make their thinking explicit through discussion.</p> <p>Interventions are usually designed to give pupils a repertoire of strategies to choose from and the skills to select the most suitable strategy for the task.</p>	1 - 3

<p>progressing to highly selective universities.</p> <p>Maximise Potential motivational speakers to speak to all year 11s regarding exams and their future following its success in previous years.</p>	<p>In addition, targeted intervention programmes can have a positive effect on raising motivation and aspiration.</p> <p><i>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</i></p> <p><i>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</i></p>	
<p>PP Progress Champion with explicit focus on disadvantaged students</p>	<p>This is funding for a TLR / potential role of PP Progress Champion/Lead for KS3 and KS4 to provide reports on key students, organise mentoring and small group interventions. This includes attendance support for disadvantaged students , parent liaison, co-ordinating resources for disadvantaged students, support with clubs , overseeing a pupil premium provision via provision map</p> <p>Mentoring is said to have a 2+ months additional effect on progress but needs careful planning (EEF). Programmes which have a clear structure and expectations, provide training and support for mentors are associated with more successful outcomes.</p> <p>The role would also include particular focus on supporting students indicated in the RONI (Risk of NEET Indicator) data, which is used to identify learners perceived as having an increased possibility of becoming NEET (Not in Education. Employment and Training), at school leaving age. This is disproportionately the pupil premium and SEND students. Other research suggests disproportionately fewer numbers of disadvantaged students attend university when compared to non-disadvantaged students. (26% vs 45% in state schools).</p>	<p>1,2,3,4,5,6</p>

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

Budgeted cost: £55.000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance officer to ensure adequate systems are in place to track attendance and support	Research into both school absenteeism and truancy has consistently shown that a much higher and disproportionate number of pupils who come from deprived social backgrounds are more likely to miss school,	5

<p>families in improving student attendance.</p> <p>Collaboration between attendance officer, Pastoral Team, and PP lead to identify barriers to attendance and put early intervention into place to improve attendance – including reintegration processes and engagement of external agencies.</p> <p>Other strategies included:</p> <ul style="list-style-type: none"> Communicating the importance of school attendance to families Having awards for high attendance, and pupils meeting specific attendance targets. Creating displays in the school, promoting and celebrating high attendance 	<p>play truant and underachieve than their peers who come from more favourable social and economic home backgrounds. The Key (School Leaders) state here's a clear link between poor attendance and lower academic achievement</p> <p>DfE research (2012) on improving attendance at school found that: Of pupils with absence over 50%, only 3% manage to achieve 5 or more GCSEs at grades A*-C including maths and English. Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p>	
<p>Emotion Coaching- To promote a school culture of positive mental health and wellbeing for students, staff and families.</p> <p>To focus and promote a relational approach across all school interaction and communication, acknowledging the need to be attachment aware and trauma informed.</p> <p>All staff to take part in Pivotal behaviour management training, to develop knowledge and to best be able to help students develop the skill of empathy and to recognise and regulate their own emotions and reactions.</p>	<p>EEF states that the average impact of behaviour interventions is four additional months' progress over the course of a year. Evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.</p> <p>Approaches such as improving teachers' behaviour management and pupils' cognitive and social skills are both effective. Other targeted interventions and universal approaches have positive overall effects (+ 4 months) according to the EEF.</p> <p>According to figures from the Department for Education, pupils who receive Free School Meals are more likely to receive a permanent or fixed period exclusion compared to those who do not. The most common reason for exclusion is persistent disruptive behaviour. Pupil behaviour will have multiple influences, some of which teachers can directly manage through universal or classroom management approaches. Some pupils will require more specialist support to help manage their self-regulation or social and emotional skills.</p>	7

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagemen</p> <p><i>Behaviour interventions EEF</i> (educationendowmentfoundation.org.uk)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	
<p>Parental Engagement- Key elements to implement include:</p> <ul style="list-style-type: none"> • tailoring communications to encourage positive dialogue about learning • regularly reviewing how well the school is working with parents, identifying areas for improvement • offering more sustained and intensive support where needed • approaches and programmes which aim to inform and support parents to develop skills such as literacy, emotional relations, or IT skills; 	<p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps. There are also higher impacts for pupils with low prior attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p><i>Working with Parents to Support Children's Learning EEF</i> (educationendowmentfoundation.org.uk)</p>	4-5-6
<p>Diagnostic tools, such as Boxall, and the PASS Survey to identify social and emotional barriers to learning and target support.</p> <p>Pastoral support packages through Engage, Reflection, ELSA's, Wellbeing Group and Attendance lead with focus on identifying and supporting with regards to barriers to engagement.</p>	<p>Evidence from the EEF indicates that mentoring can have a positive impact on academic outcomes by accelerating learning by approximately one month with students from disadvantaged backgrounds. Positive effects have also been reported in attitudes to school, attendance and behaviour.</p> <p>The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective, especially for older pupils.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/behaviour</p>	6

<p>To ensure that all disadvantaged students have access to resources to aid their revision and preparation for GCSE exams, including a particular focus on and support for HPAs – leading to better attainment in their terminal examinations.</p> <p>Support for art/technology/PE with practical equipment and ingredients, music lessons and transport to improve cultural capital and aspiration.</p> <p>Financial support for trips and activities, support for targeted careers advice and activities.</p> <p>Provision of online library and reading app, as well as devices for disadvantaged students to be able to access these resources.</p>	<p>To ensure that disadvantaged students have everything they need to aid with their learning and revision in all Subjects.</p> <p>The EEF suggests that evidence indicates that, on average, students make two additional months' progress per year from extended support via participation in academy programmes and extracurricular activities.</p> <p>Higher attainment in reading indicates better life chances. Reading a wide variety of genres will support vocabulary acquisition.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</p>	<p>3-4</p>
<p>Ensure enrichment opportunities complement the taught curriculum and help to engage learners in the wider curriculum offer- with particular focus on HPA, SEND and PP learners.</p> <p>Developing cultural capital, through curriculum enrichment and careers opportunities.</p>	<p>Students who are exposed to these have an enhanced knowledge and understanding of the world. When finance isn't a factor for families, they almost always want their children to experience these.</p> <p>Although evidence from the EEF suggests that the impact on academic improvement is small, we feel that it is an important factor that contributes to students attending school and improving their behaviour when they are here.</p>	<p>4-5-6</p>
<p>School pupil premium (VIP) policy</p>	<p>A whole school low cost strategy to support and challenge disadvantaged students in the classroom. As well as reinforcing the key principal of collective responsibility and united approach towards the progress and support provided for pupil premium students. Inclusion and equity is crucial in classrooms to ensure that all students get to the same positive outcomes regardless of where they started or what unique challenges they might experience. Funding is for leadership and management time to prepare resources and quality assure impact within the classroom.</p>	<p>1,2,3,4,5,6</p>

Outreach/ Workshop for wellbeing and cultural Capital	Investigation of student participation in the ROOTS project, different projects delivered via the Garage. To address issues identified via PASS surveys, and pastoral team.	4, 5, 6
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Total budgeted cost: £165.800

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 2021 to 2022 academic year. The strategy statement, the summary below and the reviewed PP whole school tiered strategy have been reviewed by senior leaders and allocated governor. The next review will be in Autumn term 2023.

The budget for 2021/22 was £137.631

Strategy Chosen Approach	Cost (£)	Impact/ Outcome	Evaluation
English/ Maths Progress Tutor (Teaching)	50.000	<p>Increased capacity for in class interventions, reduced class sizes. After school and tutor interventions sessions.</p> <p>Whilst our overall P8 data had improved for disadvantaged students in 2022 and the gap between disadvantaged and other students has narrowed, we do still have concerns. With English, who recognised that interventions need to be more focused, and targeted. Also, within our local context of Norfolk, our PP students underperformed. Continued and increased focus on disadvantaged students in all subjects. PP progress after tracking 1 and 2 with planned intervention will be a focus in line management meetings. Consideration of PP T and L / progress mentor moving forward to monitor PP progress and intervention in place. Also, there will be an additional progress tutor role for English, focusing solely on KS4, freeing up the current tutor to remain focused on whole school literacy and KS3 catch up with reading ages.</p> <p>2022 P8 overall +0.36 2022 P8 disadvantaged -0.08 2022 P8 Maths disadvantaged 0.67 2022 P8 English Literature disadvantaged -1.2 2022 P8 English Language disadvantaged -0.32</p> <p>Overall, -9-4 English and Maths= 70%</p>	Effective

		<p>Disadvantaged 9-4 English and Maths= 42%</p> <p>Norfolk Disadvantaged 9-4 English and Maths 50%</p> <p>Overall, -95 English and Maths= 46%</p> <p>Disadvantaged 9-5 English and Maths= 25%</p> <p>Norfolk Disadvantaged 9-5 English and Maths 30%</p> <p>English Intervention KS4 - PP students were selected for after school revision support but this was then disrupted by the whole-school period 6 strategy. The nature of the rotation of groups through core subjects for period 6 meant that little targeted support could take place in the limited time available but the small group size of PP students were provided with as much bespoke support as possible. Due to curriculum circumstances, and the amount of KS3 intervention, alongside timetabled extra sets, it proved difficult to provide intervention with KS4 students last academic year. This is something that will be addressed more robustly this year, particularly with those disadvantaged students most affected by lockdowns. This will be aided by the introduction of a second progress tutor in English</p> <p>KS3 reading ages: Out of 31 PP students in year 9 in 2021 - 2022, 4 students were below average in their reading age, with the rest on the 4th stanine or above, when tested with the GL New Group Reading Test (NGRT). 87% therefore were at average or above average reading age.</p> <p>'Extra sets' in years 7 & 8 ensure more one-to-one support of weakest students, identified by GL Progress tests, with the development of confidence and aspiration being a primary goal. Of the five students in year 8 group, three were PP; of the six in year 7 group, four were PP. The new year 7 group for 2022-2023 is comprised of four, all of whom are PP. Reading age progress in year 7 extra set was between one and two years for the PP students, all of whom were at or just below age related expectations by the end of the academic year. In year 8 extra set, GL progress testing showed progress was 'much higher' than expected, particularly amongst the PP students. Separate reading test data did show as much progress which indicates that whilst these students showed progress with skills such as</p>	<p>Moderately effective</p> <p>Effective</p> <p>Highly effective</p>
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		quotation and inference, more intervention focussed on developing decoding skills would help with their vocabulary acquisition. Action moving forward.	
Literacy / Oracy Staff CPD (Teaching)	3000 1500	<p>Continued whole school focus as part of SIDP on oracy, reading strategies. Whole school training by Noisy Classroom on importance of oracy in particular for disadvantaged pupils. Strategies are being imbedded and faculties have started to explore oracy as part of assessment. Debate club and Form time oracy activities are planned into the wider curriculum, to further embed oracy skills for students. Audit will take place in spring 2023 against whole school SIDP initiatives incorporated into faculties.</p> <p>CPD delivered on guided reading and the promotion of oracy activities have encouraged the use of further literacy strategies across the curriculum. Learning walks and observations need to be undertaken to measure this implementation.</p> <p>Form reader programme has been embraced across all years, with some reservations in year 11 owing to the number of weekly strategies undertaken, especially in the run-up to mocks and exams seasons. Surveys of tutors' experiences have resulted in further guidance as to the running of these sessions and further books added to the programme to encourage engagement and enjoyment.</p>	<p>Effective</p> <p>Effective</p> <p>Moderately effective</p>
Additional Literacy / Wider Reading Resources (Academic Support)	4000 2000 (laptops)	<p>Those students making less progress in GL progress tests, with low even scores, require "further support with more challenging vocabulary. This will be addressed through the implementation of a more robust homework programme in English but also on a whole school level through the implementation of the Bedrock Mapper software for tier 2 and 3 vocabulary acquisition, and guided reading tasks including non-fiction texts.</p> <p>Rapid plus has been effective overall in addressing the development of inference skills with post-intervention testing showing an improvement in comprehension ability. However, it is clear that students require further support relating first to decoding and vocabulary acquisition. To this end, Lexonik Advance Level 2 programme has been introduced and will be used for intervention of the weakest</p>	<p>Effective</p> <p>Effective</p>

		<p>readers identified from GL Reading Tests. A much more focussed, structured, six-week intervention programme, Lexonik has been shown to improve reading skills significantly and has its own pre-and post-intervention testing to measure progress. It is hoped that this programme will have much more demonstrable impact, with successful students then selected, where appropriate, to progress to Rapid Plus afterwards. This will be evaluated at the end of 2023.</p> <p>As SORA does not link with our MIS, usage reports do not provide information relating to its use by PP students. However, the app has been broadly popular amongst KS3 students, with many electing to use the online library to engage with reading texts and listening to audiobooks. Further promotion of the software and the provision of a dedicated set of devices for use in the library (waiting on ICT support) will ensure the app is used more consistently by those who desire to. Moving forward literacy lead will ensure further evaluation of use and impacts of reading via the SORA app, to ensure positive impact for disadvantaged students.</p>	Moderately effective
Additional curriculum resources (Academic support)	10.000	<p>Revision Guides, books, calculators, stationary, food ingredients and art supply to aid and enable participation in practical courses and inclusion through removing barriers to learning and fostering whole school inclusion. Home learning support provided via access and loan of laptops, tablets and internet boosters in order to ensure students can access online work, lessons, homework, and revision apps and tools.</p> <p>Ensuring that parents now what support is available to student via clear communication home has improved parental engagement through PP lead, form tutors and Head of years in seeking and accessing support available. The clarity and open dialogue have been well received (parental surveys) and also further improved relationships with families, engagement and access to wider curriculum activities such as after school intervention and clubs by students.</p>	Highly effective
Tutoring (Academic support)	7300	National tutoring Programme delivered on site via catch up money. English and maths tutoring with specifically targeted and tailored students to close gaps in skills and knowledge. Pre and post data tracking showed impacts of	

		<p>sessions, student feedback was positive and students who took part in tutoring went on to achieve target grades. We will continue with maths tutoring throughout 2022-23, with focus on disadvantaged students in year 10 and 11. We will also offer teachers of non-core subject the possibility of running tutoring after school for selected disadvantaged students in their subjects.</p>	Highly Effective
<p>HAP Aspire Interventions</p> <p>(Academic support)</p>	1500	<p>Membership for 12 high-prior attaining students (the large majority of which are PP) to take part in the Brilliant Club. The aim is to increase the number of pupils from under-represented backgrounds progressing to highly selective universities. Students found out more about university and several students who had previously not considered applying to university now express an interest in doing so. This year the visits were more impactful than the actual programme. Only one student out of the 12 completed the final project. They found the tutor difficult to understand due to them having a strong accent and doing this over a video link did not help with this. We requested face to face tuition, but we did not receive this due to some staffing issues. The topic was not particularly engaging for students either. It was very niche. We have liaised with providers and expressed our concerns and will review before moving forward with project next year.</p> <p>All three PP HAP year 11 students went on to L3 studies on courses which were aspirational and appropriate for them.</p>	Moderately effective
<p>Nurture Intervention Groups (ELSA/ Wellbeing/ Draw and Talk/ Social Skills/ Homework club)</p> <p>(Wider Strategies)</p>	3000	<p>Nurture curriculum intervention provided through different interventions delivered via Inspire, led and overseen by the Sendco. Including wellbeing group, social skills, homework club, lunchtime provision of the Nest, as well as mentoring through ELSAs and Draw and Talk.</p> <p>Students are identified via PASS survey, or referral form Sendco or Head of Year. Provision is logged and impacts evaluated on entry and exist. All provision is logged on Provision map via Edukey, and shows development in confidence, wellbeing and engagement in school life. Next step will be to correlate impacts of the groups alongside PASS survey results.</p>	Effective
<p>Pastoral Staff - Wellbeing, Emotional</p>	20000	<p>Support provided via pastoral team, including head of year and attendance officer. We have increased capacity within the pastoral and safeguarding team. We are currently</p>	Effective

support and Behaviour. (Wider Strategies)	5000 (attendance)	<p>working on ensuring that pastoral staff are using tracking data, PASS survey, attendance and behaviour data, to work proactively in identifying barriers to learning for our disadvantaged students. As well as ensuring the new behaviour system focusing on emotion coaching and restorative conversations, is well understood and applied by all staff through the support of the pastoral team.</p> <p>Attendance is still a concern amongst our disadvantaged students, even more so post covid. Main reasons identified are anxiety and lack of parental support when strategies are put into place. Attendance office is working effectively with disadvantaged families, applying the PP VIP policies, we have introduced a rewards strategy as well as ensuring a phone call is made rather than standard text message in order to try and identify potential barriers and resolve these more efficiently.</p>	Moderately Effective
Counsellor (Wider strategies)	5000	Referrals ongoing as identified via pastoral team as required. Counselling provision has been extended due to further need post covid, and the additional challenges on mental health students are reporting and facing. Access to counselling and provision provided are monitored and logged via provision map, on the whole we can see that access to counselling has improved attendance and wellbeing of students.	Effective
<p>Cultural Capital and social skills support.</p> <p>New PE / clubs resources.</p> <p>Rewards</p> <p>(Wider strategies)</p>	7000 3000	<p>Provision of PE resources, such as ping pong tables, basketball hoops and new footballs, in response to student request in order to develop and encourage uptake of extracurricular activities.</p> <p>As part of our whole school focus on cultural capital and breaking down barriers, we continue to support disadvantaged students so they can participate in activities such as DoE, cadets, and trips which further widens the curriculum, and provides extra opportunities for disadvantaged students.</p> <p>We continue to support disadvantaged students with provision to music lessons, and extracurricular music clubs, and access to instruments. Uptake is good and number of students who carry on playing an instrument after KS2 is good.</p>	Effective

		<p>We ensure that all disadvantaged students have access to activity day's events, and that PP VIP is applied on selections and on rewards events.</p> <p>Intention for long term development of learning outside the classroom to promote a broad curriculum, and cultural capital, with the intention of developing and enriched curriculum, which will lead to high student engagement. Potential of TLF for LOtC / enrichment lead to be explored.</p>	
Additional support for school inclusion.	15 000	<p>In addition to the traditional academic resources, we have provided for students, we have increased out support for basic wellbeing with our uniform allowances for parents and introduced free breakfast and free snack at break time in addition to the free school lunchtime meal for out FSM disadvantaged students. This was in response to a request from pupil voice. The uptake is good, with around 40% of students' regularly claiming breakfast and break snack, which shows a need for the provision.</p>	Highly Effective

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
NGRT	GL Assessment
NGST	GL Assessment
PTE	GL Assessment
PASS Survey	GL Assessment
Pixl Wave/ Edge	Pixl
Emotional Coaching Teacher Training	Emotion Coaching UK
Bedrock Learning	Bedrock
Lexicon	Lexicon

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?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	N/A

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.

In planning our new pupil premium strategy, we evaluated why activities undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We used the EEF's families of schools database to look at the performance of disadvantaged pupils in school similar to ours, and the Pupil Premium lead has been in contact with schools with high-performing disadvantaged pupils to learn from their approach.

As a school we have rewritten our Strategy, with a focus on Quality First teaching, with any interventions and actions being rooted and linked back to evidence-based practice. We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address educational disadvantage.

In addition to the pupil premium funded activity outlined above, we have put in place stronger expectations around areas of effective practice, notably feedback and metacognition in the classroom given the scale of impact of this identified by the EEF Toolkit. We have used the EEF's implementation guidance to set out our plans and put in place a robust evaluation framework for the duration of our three-year approach. This will help us to make any necessary adjustments and quality improvement to secure better outcomes for pupils over time.