

Acle Academy Pupil Premium Strategy 2024 - 2025

1. Summary information					
Academy	Acle Academy				
Academic Year	2024 - 2025	Total PP budget	£ 170,298	Date of most recent external PP review	Dec 2017
Total number of students	688	Number of students eligible for PPG (Correct as of Nov 2024)	174	Date for next internal review of this strategy	Jan 2025

	Year 7	Year 8	Year 9	Year 10	Year 11	Whole academy
Number on roll	46	33	40	17	17	174
Percentage	28	20	29	14	17	25

1. Previous Academic Year Attainment & Progress 2019 – 2020 (Including outliers/school refusers/add-backs)		
Year 11 2013 – 2024	Students eligible for PP	All pupils
% achieving 9 - 5 in E/M	12.5	43.6
English Progress	-0.54	-0.21
Mathematics Progress	-0.29	0.12
Progress 8 score average	-0.42	-0.08
Attainment 8 score average	32.46	44.18
2. Barriers to attainment (for current students eligible for PP)		
In-academy barriers		
A.	Below average literacy levels	
B.	Below average numeracy and arithmetic skills	
C.	Personal development, behaviour and welfare issues	
External barriers		

D.	Attendance of disadvantaged students lower than non-disadvantaged	
E.	Low aspirations among some disadvantaged students	
F.	Low motivation/apathy	
3. Desired outcomes		Success criteria
A.	To improve outcomes in English for disadvantaged students	Improvement in tracking grades and P8 score of 0 or higher
B.	To improve outcomes in Maths for disadvantaged students	Improvement in tracking grades and P8 score of 0 or higher
C.	To improve attendance of disadvantaged students	Attendance is in line with non PP students at (currently) 93.5%
D.	To improve wellbeing/mental health	Specific issues addressed. Lower referral rates. Attendance rates increase. Student voice/ Engage workshops / student surveys
E.	To raise the aspirations and motivation of disadvantaged students	Post-16 study and entries to university.
4. Planned expenditure		
Academic year	2024 - 2025	
<p>NFER (National Foundation for Educational Research) has identified that the following 7 building blocks are the most effective ways to raise PP attainment.</p> <ol style="list-style-type: none"> 1) Whole school ethos of attainment for all 2) Addressing behaviour and attendance 3) High quality teaching for all 4) Meeting individual needs 5) Deploying staff effectively 6) Data driven and responding to evidence 7) Clear responsive leadership. <p>The headings below enable the academy to demonstrate how they are using the Pupil Premium to improve classroom pedagogy, provide targeted support, raise aspirations and develop character and culture.</p> <p>The Pupil Premium strategy has been broken down into the following areas based on the needs of the students:</p> <ol style="list-style-type: none"> 1. Outcomes 2. Personal Development & Wellbeing 3. Enrichment 4. Student motivation 		

- 5. Classroom support
- 6. Resources
- 7. Other / Miscellaneous

1. Outcomes

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes in English for disadvantaged students	English Literacy Strategy	Staff costs for a literacy lead in English to sustain a whole academy strategy and co-ordinate PP intervention in English.	Regular fortnightly meetings as an intervention team to discuss progress. Effective line management via head of department.	RCA/AWE	January – mid year End of academic year Cost: £2,000
To improve outcomes in English for disadvantaged students	Literacy resource budget	Funding for additional resources for English progress tutors such as photocopying.	Only certain staff to have permission.	MJA	January – Mid year End of academic year Cost: £2,000
To improve outcomes in English for disadvantaged students	Literacy intervention at KS3	This money will be put towards students who are identified by their primary schools and through initial testing in English as ‘working towards’, and to continue supporting PP students. The Education Endowment Foundation (EEF) suggests that small group intervention can lead to up to 4 months’ progress for a moderate cost.	Staff lead within the English department to coordinate intervention. Analysis of tracking results. Regular line management meetings.	AWE/NHA	After tracking points End of academic year Cost: £3,000

To improve outcomes in maths for disadvantaged students	Numeracy intervention at KS3	Use of targeted numeracy interventions to ensure PP students make similar progress with numeracy and literacy across KS3 as those not eligible for PP. Evidence from the EEF indicates that individualised instruction such as that provided by, for example, Maths Whizz, improves learning by 2 months' progress across an academic year.	Regular review of progress through in programme assessments Numeracy Ninja data. Ensure staff delivering interventions are trained and have adequate preparation time to ensure programmes are delivered correctly.	NWH	After tracking points End of Academic year Cost: £5,000
To improve outcomes in English for disadvantaged students	English progress tutor	Funding for a full time English progress tutor to work with small groups of disadvantaged students every year. The progress tutor can also mentor KS4 disadvantaged students which the EEF suggests can add an extra one month of progress. Evidence will be from the Progress Tutor tracking sheets and Year 11 outcomes.	Regular meetings between all stakeholders. Have a staff lead within the English department to coordinate intervention.	AWE / RCA	Tracking Points End of academic year Cost: £35,142
Monitoring of Impact	Provision Maps	Use of Provision Maps software to monitor interventions for all students. Use of 4 Matrix to monitor progress at KS4. These systems allow tracking of progress across the whole school, department and individual level.	4 Matrix to be used by all staff to analyse data after each tracking point. Identify students who are underperforming and put support in place. Also used by SLT and HoD to monitor progress. Provision Map to be used to monitor interventions at an individual level by TAs, Heads of Faculty or intervention staff.	LFR Head of Faculty	January – mid year End of academic year. Cost: £3,000
				Total	£50,142
2. Personal Development & Well-being					

Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve levels of wellbeing/mental health	Private counsellors	Contribution to help fund the counsellor who is visited by several disadvantaged students. The EEF states that interventions which target social and emotional learning seek to improve attainment by improving the social and emotional dimensions of learning. This can help progress by up to 4 months. Evidence from the EEF indicates that behaviour interventions can produce large improvements in academic performance along with a decrease in problematic behaviours. The results show on average students making four months' progress across an academic year. Student specific interventions will have a greater impact.	Member of SLT to oversee Engage. Monitor and direct students according to need.	LFR	End of academic year Cost: £10,000
To improve well-being, social skills and mental health	Wellbeing group	Christine Bagge - wellbeing group See PP initiative sheet	SENDCO and line manager to oversee the intervention group.	CBA/LFR	January - mid year £2,000 End of academic year
To improve attendance of disadvantaged students	Attendance monitoring and strategy	There were improvements in PP attendance since the launch of the new strategy. The funding is a contribution to staffing costs and resources for attendance strategy.	SLT lead to carefully monitor attendance figures and work closely with attendance officer to take swift action.	LFR	End of academic year Cost: £10,000
To improve wellbeing/mental health	Engage	A large number of disadvantaged students continue to frequent Engage and require the PDBW support it offers. The EEF suggests that behaviour intervention can lead to up to 3 months' progress for a moderate cost and states that, 'Behaviour interventions can produce moderate improvements in academic performance (Education Endowment Foundation 2018).	Database with targeted intervention monitored weekly.	LFR	End of academic year Cost: £10,000

To raise the aspirations of disadvantaged students	Beacon East	Activities and CEIAG support for students. Aspiration and post-16 next steps have been highlighted as one of the barriers to disadvantaged students. The EEF suggests this has very little impact but raising aspirations is often believed to be an effective way to motivate students to work harder so as to achieve the steps necessary for later success.	Careers lead. CEIAG Map. Keep records of post-16 study and university entries to raise aspirations.	MJA	End of academic year Cost: £2,000
To raise the aspirations of disadvantaged students and to improve outcomes	Help You Choose	Students who have a clear plan post 16 are more likely to engage with KS4 studies. EEF report that the benefit is neutral, however, we have found this to be positive for our students in our context.	Staff training.	MJA	End of academic year Cost: £1,000
To raise the aspirations of disadvantaged students and to improve outcomes	Transition project	Transition project with focus on identifying PP students, raising aspirations, and identifying the need for potential early intervention.	Collaboration with feeder schools. Sharing of good practice and information to ensure successful transition.	LFR / SKI / MJA	End of Academic year Cost: £1,000
To raise the aspirations of disadvantaged students and to improve outcomes	Aspire 9	A key group that has been highlighted as a cause for concern is a large group of pupil premium boys in KS4. This funding is for the KS4 Progress Leader to run a rewards based motivational intervention.	Carefully select students and use pre and post data to measure impact.	JSA	End of academic year Cost: £1,000

To raise the aspirations and motivation of disadvantaged students	Pupil Premium CEIAG (contribution)	Aspirations and quality of courses studied post-16 have been highlighted as an area of concern. This funding is covering some of the staff costs associated with CEIAG.	Career interviews for all KS4 pupil premium students.	MJA	End of academic year Cost: £3,000
Total					£40,000
3. Enrichment					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students	Music peri lessons	This is extra funding to support disadvantaged students to access the music curriculum. Gaps in knowledge have been identified at GCSE so the extra-curricular lessons will help close the gap.	Records kept of students accessing funds. Checking music tracking and uptake at GCSE.	AGI/MJA	End of academic year Cost: £3,000
To raise the aspirations and motivation of disadvantaged students	PP Cultural Experience	One of the findings from pupil premium interviews was the large number of disadvantaged students that have a limited experience of life outside of the local community. This funding will be used to widen and develop cultural experiences and link to potential careers in line with the whole school focus on raising aspirations and developing links to careers.	Student evaluation Help You Choose	MJA	End of academic year Cost: £3,000
To improve outcomes for disadvantaged students.	Financial support for academy trips	Funding so disadvantaged students have the same opportunities as their non-disadvantaged peers. Many of the academy theatre trips help with academic aspects for example theatre trips for English literature or drama throughout the year, and also pathways as part of Curriculum Enhancement Week. Each student will be given 25% towards the cost of their trip, including a year 7 residential.	Strategically map participation to all trips.	MJA	End of academic year Cost: £12,000
Sport participation	Increased attendance rates	The EEF indicates that sports participation can have an impact of up to 2 months' progress across an academic year. The school provides these sports clubs for students so they can participate in sports they might not have the opportunity to outside of school.		RMC	End of year review Cost: £5,000

	for students eligible for PP.	Contribution towards late buses on a Tuesday and Thursday so that students can stay for these clubs.			
				Total	£23,000
4. Motivational					
Desired outcome and sub-area	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students.	Membership of the <i>Brilliant Club</i>	Membership for 12 high-prior attaining students (the large majority of which are PP) to take part in the Brilliant Club. Their aim is to increase the number of pupils from under-represented backgrounds progressing to highly-selective universities.	Carefully selected students. Pre and post evaluation. Brilliant Club's impact report	MJA	End of academic year Cost: £3,000
To raise the aspirations of disadvantaged students	Maximise Potential student workshop	Funding to get Maximise Potential motivational speakers in to speak to all year 11s regarding exams and their future following its success last year. We would like to explore some of the sessions on offer for KS3 groups	Sharing information with parents. Student voice.	JSA	End of academic year Cost: £5,000
				Total	£8,000
5. Resources					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students.	Revision guides, resources & equipment (including uniform).	Making sure all pupil premium students have revision guides and resources for lessons. For example, provide GCSE students with all the study guides they need. Providing equipment for maths such as calculators or ingredients for food tech. Students wearing the correct uniform that is clean, smart and tidy can help to make students feel part of the school community and make them fit in with their peers. Although evidence from the EEF suggests that the impact on academic improvement is minimal, it is still an	Order all GCSE revision guides for disadvantaged students in good time (before first PPE). Records kept with the finance department.	HWA/MJA	Mid-year Review End of academic year Cost: £15,000

		important factor that contributes to students attending school and improving their behaviour when they are here.			
To improve outcomes for disadvantaged students	Additional transport for after-academy intervention	Cost of running buses for 6PT and taxis to outlying areas. Many disadvantaged students struggle with transport outside of the school hours. 20% of the late bus cost will be taken from the PP budget to help cover costs. The EEF suggests that evidence indicates that, on average, students make two additional months' progress per year from extended academy after academy programmes.	Registers kept for after school interventions for the academic year. Careful monitoring of attendance by JSA.	SWE	End of academic year Cost: £7,000
To raise the aspirations and motivation of disadvantaged students	Rewards contribution	Contribution to costs associated with the extra rewards and incentives for disadvantaged students.	Careful monitoring of spend. Academic based rewards.	MJA	Mid-year review. Cost: £2,000
To improve literacy levels/English outcomes for disadvantaged students.	Reading room	Funding contribution to help continue to resource reading room for the 'Fifteen by 15' reading initiative.	LT lead to monitor and approve any spend.	RCA / HWA	End of academic year Cost: £2,000
				Total	£26,000
6. Classroom support					
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost
To improve outcomes for disadvantaged students.	Reflection Room staff wage contribution	Contribution to staff wages towards staff manning and providing intervention work via Reflection, due to the number of PP students using the facility. 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	Regular and thorough line management from LFR. Register of attendance with actions logged and monitored. Intervention log of pro active	LFR	Termly review of timetables and students being targeted End of academic year:

		<p>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>sessions completed with student evaluation.</p> <p>Students identified through behaviour and progress data for targeted support. Termly review of PP students on behaviour stages and rates of FEX/PEX for PP students.</p> <p>Review of behaviour/attitude to learning in house link meetings</p> <p>Regular learning walks / observation of intervention group sessions.</p>		Cost: £20,000	
					Total	£20,000
7. Other / Miscellaneous						
Desired outcome	Chosen action / approach	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	Review date and cost	
To improve outcomes for disadvantaged students.	In-year contingency funds	Pot of funding for any additional Pupil Premium strategies or costs that arise from the regular meetings throughout the year.	Any additional strategies to be agreed by SLT and Governors before committing.	SLT	End of academic year Cost: £3,156	
					Total	£3,156
2024 – 2025 Total Planned Expenditure						£170,298

