

# Pupil premium strategy statement – The Elizabethan Academy

This statement details our school's use of pupil premium (and recovery premium) 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	1206
Proportion (%) of pupil premium eligible pupils	23%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2023-2024 to 2024-2025
Date this statement was published	October 2023
Date on which it will be reviewed	October 2024
Statement authorised by	Christine Horrocks, Principal
Pupil premium lead	Alison Clark, Vice Principal
Governor / Trustee lead	Derek Cheetham, Chair of Trustees

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£273,913
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>	£70,932
Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£344,845

# Part A: Pupil premium strategy plan

## Statement of intent

### Schools week report

- The attainment gap between disadvantaged secondary school pupils and their better-off peers has widened to its largest level in 10 years.
- Provisional key stage 4 performance [data](#) published shows the disadvantage attainment gap now stands at 3.84.
- This is the widest it has been since 2011-12, when it was 3.89.
- Sir Peter Lampl, founder of the Sutton Trust, said the results show the pandemic “has reversed a decade of progress” and paints a “worrying picture”.
- He said it adds to the overwhelming case “that there has to be a step change in what is done to enable young people to recover from the pandemic”, adding: “The government needs to step up to the challenge immediately. There is no time to lose.”
- The gap was already widening before the pandemic – rising from 3.66 to 3.7 between 2017 and 2019.
- But it narrowed in 2020 when centre assessed grades were used, before widening again in 2021 to 3.79.

### Fair education alliance

#### Key findings and implications

- School closures have reversed progress made to narrow the gap in the last decade. Current projections suggest that school closures will widen the attainment gap between disadvantaged children and their peers, likely reversing progress made to narrow the gap since 2011. The Fair Education Alliance has stated that “the pandemic created a barrier to progress being made to narrow the attainment gap, with the cost-of-living crisis now risking making the situation even worse. The report found the divide between disadvantaged pupils and their peers has widened in maths, writing and reading at primary school due to disruption caused by the Covid pandemic, and was now at its widest point since 2012. Similarly, the attainment gap at GCSE was at its highest point in the past decade”.

### 1. Barriers to Learning for PP pupils

Unlike other student groups (SEND, Upper Band etc) Pupil Premium students do not have a defined set of characteristics. They may exhibit some, none or all of the following:

- Weak progress, often from the start of their schooling in Year 1 or before (according to the Joseph Rowntree Foundation, the attainment gap at age 5 is already between 10 and 12 months)
- Poor reading/literacy skills
- Poor attendance
- Poor independent study skills
- Ineffective remote learning
- Low aspirations, often linked to lack of employment in the household and lack of role models
- Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

## 2. Aims

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- Improve the progress of disadvantaged students
- Improve the attendance of disadvantaged students
- Raise the aspirations and widen the horizons of disadvantaged students
- Improve the employability of disadvantaged students
- Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities
- Provide opportunities for students to develop essential life skills beyond their core curriculum, including access to enrichment activities and vocational experiences

## Challenges

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

Challenge number	Detail of challenge
1	Weak Progress
2	Poor Reading/Literacy skills
3	Poor attendance
4	Poor independent study skills
5	Low aspirations, often linked to lack of employment in the household and lack of role models
6	Lack of opportunity: disadvantaged students may not be able to access music tuition, participate in school visits etc

## 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
Improve the progress of disadvantaged students	<ul style="list-style-type: none"><li>▪ Progress and attainment across all years is in line with or better than their peers</li><li>▪ Quality assurance across the year indicates an improving trend from Assessment Point 1 (AP1) to AP3</li><li>▪ Teachers are aware of individual PP students' educational needs, strengths and areas for development</li><li>▪ Teachers are confident addressing and supporting PP students' needs to enable them to make excellent progress</li><li>▪ AP tracking points show PP students have on average good or better attitudes to learning</li></ul>

	<ul style="list-style-type: none"> <li>Attendance at Parents Evenings is in line with or better than non-PP students</li> <li>Teachers develop and maintain effective communication with parents of the PP students they teach</li> <li>Form Tutors are proactive in supporting PP students and contacting parents</li> </ul>
Targeted academic support and development of independent learning	<ul style="list-style-type: none"> <li>PP students are confident working independently both in school and at home</li> <li>PP students have access to all resources needed for their learning and progress</li> <li>PP students understand how to self-regulate and are motivated learners</li> <li>PP students are responsible and resilient learners who know how to solve problems</li> <li>Parents are confident in how they can support their child both at home and in school</li> <li>Improved student attendance following strategy meetings and home visits</li> </ul>
Wider strategies including development of cultural capital	<ul style="list-style-type: none"> <li>PP students are confident, articulate and knowledgeable</li> <li>PP students participate in a range of extra-curricular activities designed to promote their "cultural capital"</li> <li>High percentage of PP students attend Summer School</li> <li>No PP students are NEET</li> <li>PP students develop a range of employability skills</li> <li>A strong community spirit is developed between the school and parents in ensuring PP students fulfil their potential and become happy, healthy and successful individuals</li> </ul>

## 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: £ 211,811

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed the T&L non-negotiables across the school with a focus on instructions, scaffolding, practice and feedback	EEF T&L Toolkit – Feedback (+8)	1, 2
Ensure assessment is accurate, diagnostic and supportive in moving PP	EEF T&L Toolkit – Feedback (+8)	1, 2

students on with their learning		
Identify students falling behind and the reasons for this. Share outcomes and strategies with all staff through discussion at CSI meetings	EEF T&L Toolkit – Individualised Instruction (+3)	1, 2
Ensure targeted support is implemented and monitored for individual students (TAs, academic mentors)	EEF T&L Toolkit – Individualised Instruction (+3)	1, 2
Equip students with strong cognitive, metacognitive and social-emotional strategies in PSHCE/PD	EEF T&L Toolkit – Metacognition & Self-Regulation (+7)	1, 2, 4, 5
Use starters and homework tasks to practise recall and embed long-term knowledge	EEF T&L Toolkit – Homework (Secondary) (+5)	1, 2, 4, 5
Prioritise PP students for Parent's Evening appointments where there is a concern relating to progress.	EEF T&L Toolkit – Parental Engagement (+3)	1, 3, 5
Monitor non-attendance of parents of PP students at parents' evenings and organise a follow up formal review meeting for any students who are underachieving.	EEF T&L Toolkit – Parental Engagement (+3)	1, 3, 5
FLs to deploy UPR disadvantaged champions to monitor the progress of PP students and intervene accordingly as required.	EEF T&L Toolkit – Individualised Instruction (+3)	1, 2, 3, 4, 5
Increase attendance at Breakfast Club through promoting and developing activities	EEF T&L Toolkit – Extending School Time (+2)	1, 3

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

Budgeted cost: £ 87,434

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure all PP students have access to technology: internet, appropriate device, and space to work.	EEF T&L Toolkit – Digital Technology (+4)	1, 2, 4, 5, 6
Provide free resources e.g. revision guides, textbooks, ingredients, stationery, uniform etc.		1, 2, 3, 4, 5, 6

Identify and address issues related to poor working memory and vocabulary.	EEF T&L Toolkit – Oral Language Interventions (+5) EEF Improving Literacy in Secondary Schools – Recommendation 2	1, 2, 4, 5
Identify and support PP students with attention, attitude and behaviour needs in the classroom	EEF T&L Toolkit – Behaviour Interventions (+3)	1, 3, 4, 5
Prioritise disciplinary literacy and provide targeted vocabulary instruction in every subject	EEF Improving Literacy in Secondary Schools – Recommendation 1	1, 2, 4, 5
Encourage a culture of reading for pleasure – increased access to new library, targeted support in DEAR time	OFSTED	1, 2, 5, 6
Ensure that PP students who are underachieving are prioritised for personalised timetables	EEF T&L Toolkit – Individualised Instruction (+3)	1, 3, 6
Ensure that underachieving PP students are prioritised for additional support from Academic Mentors & school led tutoring	EEF T&L Toolkit – One- to-One Tuition (+5)	1, 2, 3, 4, 5, 6
Ensure that underachieving Sixth form PP students are prioritised for additional support from 16-19 tuition fund	EEF T&L Toolkit – Peer Tutoring (+5)	1, 2, 3, 4, 5, 6
Expand the 6 <sup>th</sup> form instructors programme	EEF T&L Toolkit – Peer Tutoring (+5)	1, 2, 5
Support parents in developing their child's self-regulation, study skills and reading habits	EEF T&L Toolkit – Metacognition & Self- Regulation (+7)	1, 2, 4, 5, 6
Develop and maintain communication with parents by all teachers and tutors that is positive and built on trust	EEF T&L Toolkit – Parental Engagement (+3)	1, 3, 5
Monitor attendance of PP students weekly to ensure timely interventions; conduct home visits and attendance improvement strategy meetings	EEF T&L Toolkit – Parental Engagement (+3)	1, 3
Monitor that all students who are PP with SEND have access to support and intervention additional to and different from their peers, in line with their needs	EEF T&L Toolkit – Individualised Instruction (+3)	1, 3, 4, 6

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

Budgeted cost: £ 45,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
TFTF (Think for the Future) mentoring to engage targeted PP students with developing their resilience and raising aspirations	EEF T&L Toolkit – Aspiration Interventions (+0)	3, 4, 5, 6
Expand activities available at Idle Valley to promote engagement and a more positive attitude to learning	EEF T&L Toolkit – Outdoor Adventure Learning (+4)	1, 3, 4, 5, 6
Ensure PP students with SEND are accessing trips,	EEF T&L Toolkit – Arts	5, 6
enrichment activities and bespoke pathways to widen	Participation (+2)	
their life experiences, appropriate to their needs	EEF T&L Toolkit – Sports	
	Participation (+2)	
Expand pupils' "Cultural Capital" and target lack of	EEF T&L Toolkit – Arts	1, 4, 5, 6
prior/wider knowledge e.g. new SoL for PSHCE	Participation (+2)	
curriculum, enrichment afternoon, trips linked to CIMs	EEF Improving Literacy	
	in Secondary Schools –	
	Recommendation 3	
Equip PP with SEND students with key transferable skills through for example unit awards, FLP, vocational opportunities.	EEF T&L Toolkit – Social and Emotional Learning (+4)	1, 2, 4, 5, 6
PP students are prioritised for careers interviews, careers events etc	EEF T&L Toolkit – Aspiration Interventions (+0)	5, 6
Provide access and monitor uptake of an increasing range	EEF T&L Toolkit – Arts	5, 6
of subsidised/free trips and experiences e.g. music	Participation (+2)	
tuition, archery rush, boxing, cadets, extracurricular, scholars etc.	EEF T&L Toolkit – Sports Participation (+2)	
Support PP students on transition from Primary to Secondary e.g. Summer School, additional transition sessions etc	EEF T&L Toolkit – Summer Schools (+2)	1, 3, 6
Support PP students on transition to Post -16 and Post-18 e.g. prioritised for careers interviews, encouragement to apply for grants/internships available to PP students	EEF T&L Toolkit – Aspiration Interventions (+0)	1, 3, 5, 6
All PP students are interviewed by a core group of SLT for their Y8 Options appointments to ensure they have high	EEF T&L Toolkit – Aspiration Interventions (+0)	1, 5

aspirations and academic pathways		
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**Total budgeted cost: £ 344,845**



## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

YEAR 7	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
English – Proj. grade <b>Target</b>	n/a	n/a	2+ 1+	2- 1-	2- 1+	2- 1-		
Maths – Proj. grade <b>Target</b>	n/a	n/a	1+ 1+	1- 1-	1+ 1+	1- 1-		
All subjects – Proj grade <b>Target</b>	n/a	n/a	1+ 1+	1- 1-	2- 1+	1+ 1-		
YEAR 8	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 EA Non FSM6	AP1 EA FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6
English – Proj. grade <b>Target</b>	n/a	n/a	Not available due to change to Sisra		2+ 2+	2+ 2-		
Maths – Proj. grade <b>Target</b>	n/a	n/a			2- 2+	1+ 2-		
All subjects –Proj. grade <b>Target</b>	n/a	n/a			2- 2+	2- 2-		

YEAR 9	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6		
Grade 4+ En+Ma	n/a	n/a	Not available due to change to Sisra		18.8% 19.4%	4.3% 19.1%				
Grade 5+ En+Ma	n/a	n/a			3.0% 4.8%	2.1% 2.1%				
Attainment 8	n/a	n/a			2.86 2.87	2.39 2.52				
EBacc entry	n/a	n/a			26.7% 27.3%	8.5% 10.6%				
YEAR 10	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6		
Grade 4+ En+Ma	14.6%	9.6%	Not available due to change to Sisra		46.7% 52.7%	26.1% 30.4%				
Grade 5+ En+Ma	6.1%	3.8%			18.2% 18.2%	10.9% 17.4%				
Attainment 8	22	17			3.88 3.76	2.78 3.31				
EBacc entry	20.7%	11.5%			23% 23%	8.7% 10.9%				
YEAR 11	AP3 21-22 EA All	AP3 21-22 EA PP	AP1 Non FSM6	AP1 FSM6	AP2 Non FSM6	AP2 FSM6	AP3 Non FSM6	AP3 FSM6	AP4 Non FSM6	AP4 FSM6
Grade 4+ En+Ma	38.3%	20.8%	In go4schools so can't be compared to Sisra analysis		64.2% 80.0%	40.0% 62.2%	57.5% 80.0%	35.6% 62.2%	66.7% 80.0%	37.8% 62.2%
Grade 5+ En+Ma	16.6%	5.7%			35.8% 52.5%	15.6% 24.4%	32.5% 52.5%	13.3% 24.4%	36.7% 52.5%	13.3% 24.4%
Attainment 8	33	26			4.28 4.81	3.26 4.15	4.14 4.81	3.12 4.15	4.34 4.81	3.28 4.15
EBacc entry	20.0%	15.1%			20.8% 20.8%	15.6% 17.8%	19.2% 20.8%	13.3% 17.8%	18.3% 20.8%	13.3% 17.8%

Attendance	All Term 1A	FSM Term 1A	All Term 1B	FSM Term 1B	All Term 2A	FSM Term 2A	All Term 2B	FSM Term 2B	All Term 3A	FSM Term 3A	All Term 3B	FSM Term 3B
% Figures	93%	89.4%	89.7%	84.9%	89.9%	84.7%	89.9%	84.3%	89.7%	83.9%		