

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	1,150
Proportion (%) of pupil premium eligible pupils	24%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-23
Date this statement was published	October 2022
Date on which it will be reviewed	October 2023
Statement authorised by	Chris D'Albuquerque
Pupil premium lead	Alison Clark
Governor / Trustee lead	Derek Cheatham

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£280,412
Recovery premium funding allocation this academic year	£69,552
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	£0
Total budget for this academic year <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>	£349,964

Part A: Pupil Premium Strategy Plan

Statement of Intent

School's Week Report – October 2022

- 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”.

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"> • Progress and attainment across all years is in line with or better than their peers • Quality assurance across the year indicates an improving trend from Assessment Point 1 (AP1) to AP3 • Teachers are aware of individual PP students' educational needs, strengths and areas for development • Teachers are confident addressing and supporting PP students' needs to enable them to make excellent progress • Attendance at Parents Evenings is in line with or better than non-PP students • Teachers develop and maintain effective communication with parents of the PP students they teach • Form Tutors are proactive in supporting PP students and contacting parents
Improve the attendance of disadvantaged students	<ul style="list-style-type: none"> • Improved student attendance following strategy meetings and home visits • Parents are confident in how they can support their child both at home and in school
Raise the aspirations and widen the horizons of disadvantaged students	<ul style="list-style-type: none"> • PP students are confident working independently both in school and at home • PP students have access to all resources needed for their learning and progress • PP students understand how to self-regulate and are motivated learners • AP tracking points show PP students have on average good or better attitudes to learning
Improve the employability of disadvantaged students	<ul style="list-style-type: none"> • PP students are responsible and resilient learners who know how to solve problems • No PP students are NEET • PP students develop a range of employability skills
Ensure equality of opportunity for disadvantaged students, for example access to extra-curricular activities	<ul style="list-style-type: none"> • PP students participate in a range of extra-curricular activities designed to promote their "cultural capital"
Provide opportunities for students to develop essential life skills beyond their core curriculum, including access to enrichment activities and vocational experiences	<ul style="list-style-type: none"> • PP students are confident, articulate and knowledgeable • High percentage of PP students attend Summer School • 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

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: £300,000

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 students on with their learning	EEF T&L Toolkit – Feedback (+8)	1, 2
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: £ 30,245

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 th 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: £19,719

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, enrichment activities and bespoke pathways to widen their life experiences, appropriate to their needs	EEF T&L Toolkit – Arts Participation (+2) EEF T&L Toolkit – Sports Participation (+2)	5, 6
Expand pupils’ “Cultural Capital” and target lack of prior/wider knowledge e.g. new Sol for PSHCE curriculum, enrichment afternoon, trips linked to CIMs	EEF T&L Toolkit – Arts Participation (+2) EEF Improving Literacy in Secondary Schools – Recommendation 3	1, 4, 5, 6
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 of subsidised/free trips and experiences e.g. music tuition, archery rush, boxing, cadets, extracurricular, scholars etc.	EEF T&L Toolkit – Arts Participation (+2) EEF T&L Toolkit – Sports Participation (+2)	5, 6
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 aspirations and academic pathways	EEF T&L Toolkit – Aspiration Interventions (+0)	1, 5

Total budgeted cost: £349,964