

PASSMORES ACADEMY PUPIL PREMIUM STRATEGY STATEMENT 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Passmores Academy
Number of pupils in school	1198
Proportion (%) of pupil premium eligible pupils	31%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2022-2023; 2023-2024; 2024-2025
Date this statement was published	20th September 2022
Date on which it will be reviewed	1st July 2023
Statement authorised by	Vic Goddard
Pupil premium lead	David Butler
Governor / Trustee lead	Yuliya Lapkovich

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£338,348
Recovery premium funding allocation this academic year	£94,668
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	£433,016

PART A: PUPIL PREMIUM STRATEGY PLAN

Statement of intent

Preamble

Passmores Academy has a long tradition of supporting disadvantaged pupils whose financial and/or social background is a potential barrier to learning.

The Pupil Premium is a gratefully received funding stream that coordinates perfectly with our charity, *No Child Without*. Here is the statement of ethos from our charity: '*No Child Without* is a charity, run by Passmores Academy, designed to provide educational and enrichment opportunities for all children, so that financial hardship is not able to dictate life chances.'

Our methodology is to provide concrete and measurable support via the Pupil Premium and to bolster this with our charity, which seeks to provide a range of more intangible opportunities to our students.

The Allocation of the Pupil Premium

Summary of our Approach

In seeking to allocate funds to pupils we consider a range of socio-economic and academic barriers to learning that might be experienced by the specific cohort. We also consider their year of study, so that an element of dovetailing to fit specific year group needs becomes inevitable.

In some cases, a reduction in funding stream from another source has been ameliorated by the Pupil Premium, with the result that by part-funding existing effective opportunities within the school, the Pupil Premium has affected the continuation of such services due to the fact that their subscription was highly-skewed towards students in receipt of the Pupil Premium.

In accordance with our inclusive ethos, we rarely offer opportunities only to a specific cohort, particularly when they are determined by the drawing of an arbitrary line (which we accept is a necessity). It is important to our functioning as a cooperative school that our offer goes beyond mere financial hardship and targets students with other deficits in life chances, for example those who experience cultural poverty or whose special educational needs require them to receive 'a little extra'. However, where a programme is, for example, equally shared between students in receipt and not in receipt of the Pupil Premium, we have undertaken to only allocate Pupil Premium funding to the appropriate proportion, in this example, half of the activity, matching the shortfall from other sources.

In deciding which of our many inclusive programmes should receive funding we have been guided by the document '*The Pupil Premium: how schools are spending the funding successfully to maximise achievement.*'

<http://www.ofsted.gov.uk/resources/pupil-premium-how-schools-are-spending-funding-successfully-maximise-achievement>

In addition to the funding, we also provide a number of recommended activities from our own funding:

- Vertical Tutoring in Years 7-10 and specific Year 11 tutor groups - this is a low-cost enterprise and is an embedded part of our school culture.
- Continual Professional Learning and Development for staff to ensure first quality teaching across the school with all lessons *good* or *outstanding*. We also have a strong Pedagogy Team to develop our innovation and ensure effective teaching and learning across the school.
- Provision of computers, laptops, iPads, other devices and Wi-Fi to ensure all pupils are able to access the curriculum and beyond the curriculum in extra-curricular activity time.
- Allocation of coeducator support to areas of most need, as indicated by data.
- Provision of academic coaching and mentoring and a programme of intervention for pupils whose performance is stalling, be they pupils with low levels of ability, high levels of ability or in between.
- Proactive meetings with gifted and talented pupils in each year group to ensure that their needs are met.

Passmores Academy Disadvantage Strategy 2022-25

1	<p>Expectations are high for all pupils. Build positive relationships with all pupils and families (culture, values, and expectations).</p> <p><i>Irrespective of prior attainment and FSM status, leaders, teachers and non-teaching staff are committed to the academic achievement of all pupils.</i></p>	<p>Planning</p> <p><i>PPg Projection document</i></p>	<p><u>Adopting a Tiered Approach</u></p> <p>How does disadvantage impact on learning? Socioeconomic disadvantage may mean pupils:</p> <ul style="list-style-type: none"> - Feel like they are on the margins of discussions - Do not have the background knowledge to make connections with learning - Do not have self-regulation skills to plan, monitor and evaluate their work - Have lower levels of oral language - Have a more limited vocabulary - Have a negative perception of themselves as learners - Have difficulties with language comprehension - Experience lower expectations through labelling <p>Teaching and Learning Priorities</p> <ul style="list-style-type: none"> - Quality first teaching - High expectations of all pupils - Metacognition and self-regulated learning - Development of speaking and listening skills on entry - Building on language development <p>Academic Intervention Priorities</p> <ul style="list-style-type: none"> - KS3 specialist teaching targeting underachievement - Hover support coeducation - English & maths small group tuition - Targeted interventions, e.g. IDL literacy & numeracy, one-to-one maths interventions <p>Wider Approaches Priorities</p> <ul style="list-style-type: none"> - Building positive relationships - Enhancing parental engagement - Raising expectations and aspirations - Building levels of independence - Social, emotional and mental health - Improving attendance - Mentoring and coaching - <i>Rising Futures</i> - Enhancing cultural capital - Music lessons for disadvantaged pupils <p>Implementation and Evaluation Notes</p> <ul style="list-style-type: none"> - <i>PPg Annual Report</i> document - Governors monitoring visits - <i>Disadvantage Self-Evaluation Framework</i> documents
2	<p>Data is used to identify tightly focused improvement priorities.</p>		
3	<p>Appropriate evidence-based teaching, academic intervention and wider approaches are used to address the root causes of underachievement.</p> <p><i>Curriculum equity is prioritised.</i></p>	<p>Implementing</p> <p><i>Evidencing the Impact of PPg Interventions Plan document</i></p>	
4	<p>School leaders train and support staff to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom.</p> <p><i>Professional development for teachers is prioritised.</i></p>		
5	<p>There is a long-term, well-specified, stage-by-stage plan for addressing disadvantage.</p> <p><i>The plan takes into consideration the teaching and learning, academic intervention and wider approaches to support pupils.</i></p>		
6	<p>School sets clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.</p>	<p>Evaluating</p> <p><i>-PPg Annual Report</i></p> <p><i>-Governors monitoring visits</i></p>	
7	<p>The disadvantage strategy aligns the school's overall mission, goals and whole-school strategy.</p>	<p><i>-Disadvantage Review Evaluation</i></p>	

Challenges

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

Challenge number	Detail of challenge
1	Language, reading, oracy and communication skills are lower for disadvantaged pupils.
2	Numeracy and maths skills are lower for disadvantaged pupils.
3	Complex family situations, lack of learning experiences and opportunities outside school and families unable to support learning outside of school.
4	Aspirations and levels of behaviour are generally lower for disadvantaged pupils.
5	Regular attendance can be a challenge for a small proportion of our disadvantaged pupils for a variety of reasons.

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
1.Improved outcomes for educational disadvantaged pupils across the school.	An increase in the amount of disadvantaged pupils attaining in English and maths across key stages 3 & 4.
2.Close the attainment and progress gap between disadvantaged and non-disadvantaged pupils across the school.	The attainment and progress of disadvantaged pupils will be at least similar to their peers by the end of key stages 3 & 4.
3.Disadvantaged pupils have the same opportunities and experiences as their peers.	An increase in disadvantaged children attending additional experiences/activities/trips provided by the school.
4.Parents have the tools to support children's learning.	Increased parental engagement with learning.
5.Increase the rate of attendance for disadvantaged pupils.	Disadvantaged pupils attend similarly to their peers.

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: £153,631

Activity	Evidence that supports this approach	Challenge number(s) addressed
Year 7 specialist teaching of nurture groups (£38,004) Year 8 specialist teaching of nurture groups (£35,627)	EEF report that the Quality of Teaching is the most essential factor for pupil's attainment alongside evidence-based approaches and/or intervention.	1-6
Tutoring - school-led (£40,000)	EEF report on effective CPD states that high quality teaching improves pupil outcomes and professional development offers a crucial tool to develop the teaching quality and enhance children's outcomes.	1-6
Hover Support Coeducation (£40,000)	EEF report on effective CPD states that high quality hover support coeducation contributes to improving pupil outcomes.	1-6

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

Budgeted cost: £111,218

Activity	Evidence that supports this approach	Challenge number(s) addressed
Evidence-based interventions: Access Centre - targeted support (£23,448) English & maths small group tuition (£45,000) Maths/Eng/Sci HOD intervention mentoring (£7,500) Targeted interventions team IDL (£21,000) Music Tuition (£3,000) <i>Thinking Reading</i> (£1,500) <i>Bedrock Learning & Accelerated Reading</i> (£3,000) <i>Book Buzz</i> reading intervention (£1,820) Books (£3,000) Study homework clubs (£1,950)	EEF report that research which focuses 1:1 or small group support shows a positive benefit. EEF report that optimum impact is seen when sessions are short and regular e.g., 30 minutes 3 to 5 times a week, over a 6 to 12-week period. The smaller the group, the more effective the support.	1, 2, 3, 4

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

Budgeted cost: £180,348

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour mentoring (£67,565) Mentoring for LAC pupils (£3,500)	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	3, 4, 5
STEP Team Small Tutor Groups (£31,530)	EEF reports on how Breakfast Clubs in school also see an improvement in behaviour and attendance.	3, 4, 5
Attendance Intervention – targeted attendance support (£30,673)	DFE school attendance and attainment report states the importance of attendance and the clear evidence of a link between poor attendance at school and low levels of achievement.	3, 5
<i>Rising Futures</i> National Citizen Service courses (£24,000)	EEF commissioned report shows that educational experiences outside of the classroom benefit attainment, and skills crucial to school performance.	3, 4, 5
Targeted Counselling & mentoring support (£6,080)	EEF reports on how social and emotional learning interventions almost always improve emotional or attitudinal outcomes.	3, 4, 5
Financial Hardship Fund, including Targeted after school clubs, extra-curricular activities & trips (£8,000) Year 7 Summer School (£9,000)	Planned extra-curricular activities such as an after-school club or summer school, are more likely to offer academic benefits than sporting activities alone.	3, 4, 5

Total budgeted cost: £445,197 (overspend of £12,181)

Externally provided programmes

Programme	Provider
Rising Futures Programme	Yes Futures

Pupil Premium Review Report of 2022-23 Expenditure & Impact

There are currently 369 disadvantaged pupils at Passmores Academy which is 31% of the total number of pupils on roll (1202).

The current breakdown is:

Year Group	Male	Female	Total
Year 11	29	35	64
Year 10	27	41	68
Year 9	39	32	71
Year 8	30	44	74
Year 7	44	48	92
Total	169	200	369

As of June 2023, 10/12ths of the pupil premium funding allocation has been spent, which equates to £360,846.

Teaching (for example, CPD, recruitment and retention)

Quality First Teaching

The EEF (*Education Endowment Fund*) suggests using the following strategies which have been seen to have the most impact in closing the disadvantaged gap in schools.

Environment:

- Quality first 'great' teaching
- Setting open tasks - differentiation
- Engagement – targeted questioning, discussion and modelling
- Strategic seating plans
- Calm manner
- Praise for effort, strategy and time taken on a task
- Tackle behaviour, not the student

Techniques:

- Metacognition
- Collaborative learning
- Quality feedback
- Oral language interventions
- Read with the pupils
- Allowing disadvantaged pupils to lead their peers
- Teaching to the top

The *Passmores Disadvantaged Strategy* and *Pupil Premium Statement* are aligned as a central part of the School Development Plan 2022-23. We take a tiered approach, following Marc Rowland's Disadvantaged Strategy model, focusing on teaching & learning priorities, academic interventions, and wider approaches. The outcome of our Instructional Rounds process (below) led to the creation of a series of *Theories of Action* which demonstrate the impact that quality first teaching is having on disadvantaged pupils. In 2022-23 the whole school Teaching & Learning priorities were focused on Metacognition and Confidence in Literacy.



Whole School Theories of Action

CULTURE FOR LEARNING	PURPOSEFUL AND RELEVANT CURRICULUM	CONSISTENT TEACHING PROTOCOLS	CONSISTENT LEARNING STRATEGIES
<p>When the school and all adults generate an inclusive culture, building authentic relationships based on mutual respect, trust and praise, and with a relentless pursuit of high expectations and consistent routines,</p> <p>then students feel recognised as individuals, they are more confident, ambitious and secure about taking risks and able to challenge themselves to improve upon their best.</p>	<p>When the school and teachers promote a visible, well-structured, interleaved and sequenced curriculum that is knowledge rich and enables the development of skills,</p> <p>then learners become more creative, curious and independent in their learning and more likely to be motivated to take on challenges and achieve more than they expect.</p>	<p>When the school adopts consistent teaching protocols, that draws on teachers love and knowledge of their specialisms and interests,</p> <p>then student behaviour, engagement in learning and curiosity is enhanced.</p>	<p>When the school adopts a consistent learning cycle which enables students to experience a range of strategies, giving them space to explore and think to develop meaning,</p> <p>then students are more able to develop independent practice and agency and have a wider range of metacognitive strategies to enhance their learning</p>



Teacher-Focused Theories of Action

<p style="text-align: center;">BARRIERS TO LEARNING</p> <p>When a teacher understands the obstacles which may be presented to some students and therefore plan for this in advance (e.g. access to technology),</p> <p>then students are able to access the learning, be challenged and be successful.</p>	<p style="text-align: center;">CONFIDENCE IN LITERACY</p> <p>When a teacher clearly and consistently uses technical terminology and precise language (including tier 2 and 3 words),</p> <p>then students are able to understand, decode and use vocabulary in their own written and verbal responses which enables them to improve the overall quality of their work.</p>	<p style="text-align: center;">FEEDBACK AND PRAISE</p> <p>When a teacher is aware of progress being made and then gives timely, dynamic personalised feedback and praise,</p> <p>then students feel valued, and more willing to engage, contribute and challenge themselves and others to achieve more.</p>	<p style="text-align: center;">QUESTIONING</p> <p>When a teacher uses a variety of questioning techniques including higher order, probing and focused questions that encourage additional answers to deepen explanations, addressing misconceptions</p> <p>then all students are engaged and able to clarify and deepen their thinking and understanding.</p>
<p style="text-align: center;">MODELLING AND METACOGNITION</p> <p>When a teacher models responses to show the thinking process,</p> <p>then students are able to track and follow the process, understand steps towards success and,</p> <p>then students can identify where they are going wrong to self-correct.</p>	<p style="text-align: center;">PERSONALISATION AND ADAPTIVE TEACHING</p> <p>When a teacher plans a range of tasks with differing levels of complexity and gives clear success criteria,</p> <p>then students are given greater agency as to how they can demonstrate understanding allowing opportunity for personalised learning.</p>	<p style="text-align: center;">MEMORY AND RETRIEVAL PRACTICE</p> <p>When a teacher uses a range of strategies that develop the understanding and retrieval of knowledge as a regular part of the lesson,</p> <p>then students can use recall without a fear of failure, recognise the importance of it and develop retrieval strategies that build new learning with confidence.</p>	<p style="text-align: center;">SCAFFOLDING</p> <p>When a teacher gives clear, scaffolded instructions with clear timings and pre-prepared resources,</p> <p>then students are able to work independently, can develop meaning and understanding with confidence, and know what they are being challenged to do next.</p>

We aim to ensure that every student in every lesson experiences high quality teaching that empowers them to achieve high quality outcomes. We use a three-stage cycle where students participate in *Masterclasses* to gain knowledge, practice and refine in *Workshops* and evaluate their performance in the *Critique*. This cycle may be within one lesson or across multiple lessons.

 <h3>Masterclass</h3>	 <h3>Workshop</h3>	 <h3>Critique</h3>
<p>Explicit instruction where knowledge is gained</p>	<p>Knowledge is applied</p>	<p>Assessment and evaluation</p>
<p>Within a masterclass the teacher will explicitly teach content or model the skill. They will use targeted questioning & teacher-led tasks to strengthen explicit instruction.</p>	<p>This part of the learning journey is where young people take control. In a workshop, learners practice new skills or apply new knowledge. Workshops will help to promote and embed the learning behaviours of independence, resilience and confidence.</p>	<p>Assessing progress and next steps. When critiquing learners review/evaluate their work & understanding. Reflect on learning journey & plan next steps.</p>
<p>The teacher will consider:</p>	<p>The teacher will consider:</p>	<p>The teacher will consider:</p>
<ul style="list-style-type: none"> ○ How do they break down the information or skill into chunks? ○ How do they ensure clarity of explanation? ○ How are visual, audio or video aids used to support their explicit instruction? ○ Are there opportunities to check for understanding after every chunk? ○ How do they ensure all students are able to engage with these mini plenaries? 	<ul style="list-style-type: none"> ○ How will students work independently, in pairs or as a group? Why? How will this best facilitate the practicing of a new skill or application of new knowledge? ○ How are tasks designed to allow students to develop new understanding or consolidate new understanding? ○ How are tasks adapted to enable all students to be successful? ○ How are students able to practice their new skills and demonstrate they have acquired new knowledge? ○ How are the most able of students challenged and engaged in additional tasks that further their knowledge but also develop even more enthusiasm for the subject? 	<ul style="list-style-type: none"> ○ How could students summarise their learning? ○ How could students show their new understanding? ○ How could students reflect on/ evaluate their progress? ○ How could students set goals for their learning as they move on in the unit of work/course? ○ Where are the opportunities for formative assessment? ○ Where are the opportunities for Self and Peer assessment?



In order to improve quality first teaching across the school, professional learning sessions have focussed on *Do Now* activities – retrieval, reading, responding to feedback, reading more, exam wrappers, modelling, phonics, questioning, metacognition: monitoring and formative assessments/data.

	<h3>Every Minute Matters</h3> <p>Teachers and learners work with the understanding that 'every minute matters'. Effective planning should ensure that the 75 minutes of each lesson is carefully considered and used efficiently. Questioning, Reading and Retrieval Practice could be used to fill the gaps within lessons. The start and end of lessons are planned effectively</p>
	<h3>Retrieval Practice</h3> <p>Teachers will provide opportunities to revisit previous knowledge and skills, ensuring that they are interwoven throughout the schemes of learning. This ensures that student's learning is consistently being recalled, strengthening their memory and helping to develop their schema. Students will know more and remember more.</p> <p>Teachers will use data collected from formative and summative assessments to ensure that gaps in knowledge are addressed effectively and are consistently checked to confirm that students are remembering, and knowledge is being embedded into their long-term memory.</p>
	<h3>Reading to Learn</h3> <p>Teachers will provide opportunities to ensure that throughout the curriculum all students will be able to develop their reading fluency. Reading opportunities enable learners to practice their reading fluency and their decoding of vocabulary or reading a tricky source. We aim for texts to be approximately 400 words with meaningful opportunities to practice re-reading and a purposeful discussion of vocabulary, meaning and comprehension.</p> <p>Reading to learn is aimed at developing learner's ability to utilise text as a curriculum resource, build cultural capital and increase stretch and challenge.</p>





Metacognition

Teachers will explicitly show students how to plan, monitor and evaluate their own learning across all subjects. Teachers will work and how to work through processes by "thinking out loud" and using effective questioning to identify misconceptions. Graphical organisers may be used to assist with planning to help students visually organise their thought process / key information before proceeding with a task

Exam/assessment wrappers may be used to help guide learners when reflecting on their performance and enable them to self identify areas of opportunity or misunderstanding along with what the next steps. This may be readdressed to ensure self accountability within a specified time frame. Within every lesson and throughout every task, Teachers will endeavour to reduce cognitive overload to assist with students memory and understanding.

Model exemplary information before

self identify areas of opportunity or misunderstanding within a specified time students memory and



Assessment and Feedback

Teachers will use assessments to monitor student's progress and inform curriculum decisions. Summative assessments account for the knowledge that students have committed to long-term memory. Students will receive regular feedback, whether that be orally, written or digitally to help guide their reflection of their performance within a given task. Great feedback will enable students to develop their schema and build upon their prior knowledge. Departments have the autonomy to decide how students will receive feedback in their subject area and the frequency to ensure that the best method is used. Self and Peer assessment is used regularly within the learning cycles



Questioning

Questioning should centre around metacognition with a no opt out approach. Teachers will ensure that 'thinking time' is built in and cold calling is used to ensure that all students participate. Teachers will use effective questioning to check for understanding and to help reduce and address misconceptions. Questioning should be used to ask students to build upon each other's answers and to "say it better" or "say it like a [subject expert]". Students are encouraged to explain their understanding so that teachers can monitor if they have fully understood the intended learning



Adaptive Teaching

Allowing all students to access the curriculum

Teachers will take the backgrounds, needs and abilities of all students into account, identifying any barriers to learning. Teachers will adapt their practice to cater to the needs of all our students and provide individualised support.

The teacher will consider:

- o How they break down the information or skill into chunks?
- o How they ensure clarity of explanation?
- o How to reduce cognitive overload?
- o How are visual, audio or video aids used to support their explicit instruction?
- o Are there opportunities to check for understanding after every chunk?
- o How they ensure all students are able to engage with these mini plenaries?
- o How are students engaged in material?
- o How can students' misconceptions be picked up quickly to ensure they overcome difficulties?



Home Learning

Learning activities outside of the classroom

Home learning, or homework, will support students to make the link between what they have learnt in school and the wider world. It's most effective when done in a supportive, secure environment, with focused time set aside.

All home learning will be made available on Satchel One along with any additional resources such as links to help support.

Home learning will be reasonable in challenge and length, and its purpose will be clearly outlined alongside each task.

Any necessary equipment or resources will be provided, loaned or made accessible.

Home learning will provide students with challenging and engaging tasks that further their knowledge and develop even more enthusiasm for the subject (see workshop).

Home learning will encourage students to consider carrying on investigating an area they have studied beyond the classroom.



Learning Environment

Utilising the surrounds to support learning

Learning environments will be visually calming and provide students with frameworks or tools to help them progress on their learning journey.

The focus here is to have learning environments that enable and inspire learners rather than them being purely decorative to reduce cognitive overload



The capturing of quality first teaching and its impact is evident through climate walks across the school, appraisal lesson observations, formal and informal lesson visits, departmental deep dive lesson observations, pupil voice, work scrutiny and the instructional rounds process.

Year 7 & 8 specialist teaching of nurture groups

The teaching of KS3 nurture/equity pathway groups supports disadvantaged pupils who arrive at Passmores Academy underachieving at KS2. In 2022/23, the following experienced staff taught these groups of pupils in small class sizes with specialist co-educator hover support.

Class	Teacher	Subject	Lessons per fortnight	Students
7e/En1	Ms D S Moore	English	7	11
7e/Gg1	Mrs V Neagus	Geography	2	9
7e/Hi1	Miss A M Cunningham	History	2	10
7e/Ma1	Mr N Gladwin	Mathematics	7	11
7e/Sc1	Mr N Gladwin	Science	5	10
8e/En1	Mr N Gladwin	English	8	16
8e/Gg1	Mr T Bell	Geography	2	15
8e/Hi1	Mr G Stredder	History	2	16
8e/Ma1	Miss K P Blake	Mathematics	7	16
8e/Sc1	Miss M Brand	Science	6	16
9e/As1	Mrs L C Fitzpatrick	Asdan	4	11
9e/En1	Mrs K Jenner	English	6	12
9e/Fn1	Miss N J Lamb	Food and Nutrition	3	11
9e/Hu1	Mr G Stredder	Humanities	3	12
9e/If1	Miss N J Lamb	I-Future	2	10
9e/Ma	Mrs M Barry	Mathematics	6	13
9e/Sc1	Mr D Shine	Science	5	12

Tutoring - school-led

Year 11 Tutoring Overview: Spring 2023

Total % of the Pupil Premium pupils who have received tutoring.	70% (45/64 pupils)
How many of those pupils who received tutoring had improved progress 8 in spring term, compared to the autumn term.	51% (23/45 pupils)

Case Study: Analysing the positive impact that school-led tutoring has had in terms of improving the predicted P8 scores of pupil premium pupils between the autumn 2022 and spring 2023 terms.

Pupil 1's predicted P8 score in the autumn term 2022 was -1.35. Following a programme of school-led tutoring in creative media, maths, photography and food & nutrition his spring term 2023 predicted P8 score has improved to -0.95.

Pupil 2's predicted P8 score in the autumn term 2022 was -0.62. Following a programme of school-led tutoring in music and computer science his spring term 2023 predicted P8 score has improved to -0.42.

Pupil 3's predicted P8 score in the autumn term 2022 was -1.50. Following a programme of school-led tutoring in maths, photography, computer science and food & nutrition her spring term 2023 predicted P8 score has improved to -1.10.

Pupil 4's predicted P8 score in the autumn term 2022 was -2.38. Following a programme of school-led tutoring in drama her spring term 2023 predicted P8 score has improved -1.68.

Pupil 5's predicted P8 score in the autumn term 2022 was -1.03. Following a programme of school-led tutoring in sport his spring term 2023 predicted P8 score has improved to -0.53.

Pupil 5's predicted P8 score in the autumn term 2022 was -1.12. Following a programme of school-led tutoring in science, computer science and photography her spring term 2023 predicted P8 score has improved to -0.82.

Pupil 6's predicted P8 score in the autumn term 2022 was -0.72. Following a programme of school-led tutoring in science and psychology science her spring term 2023 predicted P8 score has improved to -0.47.

Pupil 7's predicted P8 score in the autumn term 2022 was -1.09. Following a programme of school-led tutoring in history and psychology science her spring term 2023 predicted P8 score has improved to -0.89.

Pupil 8's predicted P8 score in the autumn term 2022 was -1.96. Following a programme of school-led tutoring in English, maths and computer science his spring term 2023 predicted P8 score has improved to -1.61.

Pupil 9's predicted P8 score in the autumn term 2022 was +1.44. Following a programme of school-led tutoring in Spanish his spring term 2023 predicted P8 score has improved to +1.64.

Pupil 10's predicted P8 score in the autumn term 2022 was -0.12. Following a programme of school-led tutoring in English his spring term 2023 predicted P8 score has improved to +0.08.

Pupil 11's predicted P8 score in the autumn term 2022 was -2.25. Following a programme of school-led tutoring in English and maths his spring term 2023 predicted P8 score has improved to -1.95.

Case Study: The following year 11 pupil premium pupils do not have all their GCSE subject baskets full for the following reasons, due to their individual needs.

Pupil 1 – reduced timetable

Pupil 2 – alt education

Pupil 3 – alt education (animal care)

Pupil 4 – extra A/C time to focus on core subjects English & maths

Pupil 5 – reduced timetable

Pupil 6 - extra A/C time to focus on core subjects English & maths

Pupil 7 - extra A/C time to focus on core subjects English & maths

Pupil 8 – work experience/CTP

Pupil 9 - extra A/C time to focus on core subjects English & maths

Pupil 10 - extra A/C time to focus on core subjects English & maths

Pupil 11 - extra A/C time to focus on core subjects English & maths

Pupil 12 - extra A/C time to focus on core subjects English & maths

Pupil 13 – reduced timetable

Pupil 14 – alt education

Pupil 15 – home schooled

Pupil 16 - extra A/C time to focus on core subjects English & maths

Pupil 17 - extra A/C time to focus on core subjects English & maths

Year 10 Spring Overview: Pupil Premium

In year 10 there are currently 66 Pupil Premium pupils.

Based on current performance in terms of current assessment grades, the predicted Progress 8 score for the whole year 10 cohort is between the range of -0.4 (lower end) and +0.06 (upper end).

Based on current performance in terms of current assessment grades, the predicted Progress 8 score for year 10 Pupil Premium pupils is between the range of -0.39 (lower end) and +0.05 (upper end).

The current Progress 8 performance for the year 10 cohort in terms of assessment grades is -1.72.

The current Progress 8 performance for year 10 Pupil Premium pupils in terms of assessment grades is -2.01.

The current Progress 8 performance for year 10 Pupil Premium girls in terms of assessment grades is -1.84.

The current Progress 8 performance for year 10 Pupil Premium boys in terms of assessment grades is -2.26.

From this data, it would be expected that year 10 boys would need support in year 11 through English tutoring and that year 10 girls would need support in year 11 through Maths tutoring.

There are 9 year 10 pupils who are both PP & SEND and this group of pupils has a combined adjusted Progress 8 score -2.30. It would be expected that in year 11 a programme of both mentoring and tutoring will be given to support them.

KS3 Pupil Premium Gap Analysis Autumn 2022 – Spring 2023

Year 7 PP Analysis 22-23	Autumn			Spring		
	Pupil Premium GP or EP Pro-gress %	Non-Pupil Premium GP or EP Pro-gress %	Difference %	Pupil Premium GP or EP Pro-gress %	Non-Pupil Premium GP or EP Pro-gress %	Difference %
Art	78	84	-8	82	90	-8
Computer Science	87	95	-8	89	98	-9
Drama	68	89	-21	60	77	-17
English	87	92	-5	78	89	-11
English & Maths	79	89	-10	74	87	-13
French	98	99	-1	98	99	-1
Geography	77	86	-9	74	86	-12
History	83	88	-5	78	92	-14
Maths	87	95	-8	83	91	-8
Music	73	86	-13	67	85	-18
PE Practical	97	99	-2	90	98	-8
PE Theory	92	96	-4	91	100	-9
Science	84	92	-8	61	78	-17
Spanish	90	96	-6	79	92	-13
Technology	93	97	-4	91	97	-6

Year 8 PP Analysis 22-23	Autumn			Spring		
	Pupil Premium GP or EP Pro-gress %	Non-Pupil Premium GP or EP Pro-gress %	Difference %	Pupil Premium GP or EP Pro-gress %	Non-Pupil Premium GP or EP Pro-gress %	Difference %
Art	67	70	-3	72	75	-3
Computer Science	77	91	-14	96	87	+11
Drama	74	68	+6	52	52	0
English	84	89	-5	87	80	+5
English & Maths	80	82	-2	81	79	+2
French	95	95	0	100	95	+5
Geography	83	83	0	85	80	+5
History	93	94	-1	87	92	-5
Maths	87	90	-3	88	94	-6
Music	72	73	-2	70	72	-2
PE Practical	99	98	+1	97	98	-1
PE Theory	94	99	-5	99	100	-1
Science	87	89	-2	75	73	+2
Spanish	82	88	-6	91	92	-1
Technology	93	90	+3	92	88	+4

Year 9 PP Analysis 22-23	Autumn			Spring		
	Pupil Premium GP or EP Progress %	Non-Pupil Premium GP or EP Progress %	Difference %	Pupil Premium GP or EP Progress %	Non-Pupil Premium GP or EP Progress %	Difference %
Art	86	98	-12	71	87	-16
Computer Science	83	86	-3	95	96	-1
Drama	50	70	-20	45	67	-22
English	74	84	-10	74	81	-7
English & Maths	65	69	-4	69	67	+2
Food & Nutrition	60	40	-20	60	60	0
French	84	86	-2	80	93	-13
Geography	72	79	-7	72	80	-8
History	81	88	-7	85	90	-5
Humanities	40	17	+23	80	67	-13
Maths	78	79	-1	81	79	+2
Music	78	84	-8	63	77	-14
PE Practical	93	97	-4	96	99	-3
PE Theory	96	98	-2	97	99	-2
Photography	79	77	+2	60	59	+1
Science	82	81	+1	56	65	-9
Spanish	67	77	-10	62	74	-12
Technology	84	91	-5	84	93	-9

After the year 10 mock exams in the summer term, TSW/NCE met with Heads of Department to ensure that they were also aware of those Pupil Premium KS3 pupils who were making limited progress in their subject areas. Heads of Department were able to explain what intervention is currently in place for these specific groups of pupils in years 7-9 or what was going to be put in place to support them in the future.

Year 11 GCSE Results Summer 2023 - Headlines

The year 11 GCSE results headlines for summer 2023 for will follow in October 2023.

Year 11 GCSE Results Summer 2022 - Headlines

As a school, Progress 8 has shown an overall headline improvement from 2019 of -0.52 vs -0.48 2022. We anticipate the P8 figure to stabilise around -0.45 with re-marks and any adjusted P8 figures.

Disadvantaged pupils achieving 4+ in Maths is up 3% (49%) on 2019 (46%).

Disadvantaged pupils achieving 5+ in Maths is up 10% (33%) on 2019 (23%).

Disadvantaged pupils achieving E & M Threshold 4+ is up 6% (41%) on 2019 (35%).

Disadvantaged pupils achieving E & M Threshold 5+ is up 11% (27%) on 2019 (16%).

Disadvantaged pupils who were selected for the 'Passmores Futures Tutoring Programme' gained on average 0.42 in Progress 8 (-0.74 mocks vs -0.51 GCSE).

Hover Support Coeducation

All nurture classes are covered with hover support education for English, maths and science. All EHCP students have cover in English, maths and science, unless they are in top set. Pupils with an EHCP are covered for some non-core subjects, focusing on high literacy demand first (history/geography) in line with their access arrangement entitlements. If a SEN support or Pupil Premium pupil are in a class with an EHCP student, then they will benefit from hover support too.

Co-educators work closely on a one-to-one with specific Pupil Premium and EAL pupils. There are some interventions that happen on a 1:1 basis with PP students. LKG is currently working closely with the EAL students on a 1:1 or in a small group so it might be useful to speak to her about this. We offer precision monitoring for reading and spelling and this is identified on pupil's EHCPs. A small focus group of 10 students are currently accessing handwriting interventions once a week. *Lego Therapy*, *Social Skills* and *Zones of Regulation* interventions are being introduced with some EHCP students in the summer term. Co-educators have recently been trained and their skills set has been updated.

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

Access Centre – targeted support

Access Centre

The Access Centre is open at break time and lunch time every day. A significant number of disadvantaged pupils use this facility where they can complete homework, socialise, play a variety of games and/or just relax in a safe, warm, and supportive environment.

Inclusion AC Tutor Group

There are currently 9 pupils in the Inclusion AC tutor group across years 7-10, of which 66% are disadvantaged pupils. Emma Elven is the Inclusion AC tutor and in tutor time pupils work on a range of targeted interventions including *Time to Talk*, *DEAR time* (Drop Everything and Read), homework support and social communication skills.

Access Centre Homework club

Pupils are encouraged to read or complete homework in the Access Centre homework club and there are specifically trained staff to support with this on a one-to-one basis. At least 35% of pupils attending are disadvantaged pupils.

English and Maths Small Group Tuition

English & Maths Small Group and 121 Tuition

Emma Cooper delivers English & maths interventions with specific disadvantaged pupils. The interventions include 240 high frequency words, reading precision monitoring, spelling precision monitoring, comprehension, touch typing, phonics and alphabet basics. Record books show evidence of impact over time.

Maths Small Group Tuition

Sarah Ross delivers small group maths tuition with specific disadvantaged pupils across both KS3 & KS4, based on their data and specific individual learning needs. Groups of pupils are created through the HoD and the data team. There are records showing evidence of impact over time.

Social Skills Groups

Debbie Monk delivers Social Skills interventions with specific disadvantaged pupils in year 7, in small groups of 4-5 pupils. The aim of the intervention is to build pupil's individual confidence so that they are able to work effectively in a group setting, to respect other members of the group when they are speaking and to listen to other pupil's points of view. The group often focuses on playing games such as *Uno*, *Dobble*, *Maths Bingo* and *Lego*. There are records showing the positive impact of the intervention over time.

Maths/Eng/Sci Head of Department Intervention - Mentoring

Year 11 Maths/English/Science Mentoring Overview: Spring 2023

Year 11 maths, English and science mentoring takes place in tutor time for specific year 11 disadvantaged pupils and their peers. Each mentoring period is usually a block of six weeks. Mentoring sessions are led by the Heads of Department in maths, English and science, take place in tutor time and are 30 minutes in length. The data team, alongside the Head of Department, select specific pupils for this intervention based on their current performance, MEG grade, predicted grade and progress 8 scores.

Total % of the Pupil Premium students who have received mentoring in either English, Maths or Science.	45% (29/64 pupils)
How many of those that had mentoring, showed an improved predicted grade in the subject area.	14% (4/29 pupils)

Targeted Interventions Team

IDL Literacy & IDL Numeracy Intervention

The IDL Literacy Intervention is a speaking-computer based multi-sensory system which supports learners with dyslexia and other learning difficulties to increase their reading and spelling ages. The programme was specifically designed for those pupils with dyslexia and is used as an intervention, but it can also be used effectively as a school wide literacy solution. Over the last 40 years numerous research studies have shown that IDL literacy is a proven solution for increasing the reading and spelling ability of pupils with dyslexia and other learning difficulties, including dyspraxia and Meares-Irlen Syndrome, by an average of 11 months after just 26 hours of use.

At Passmores Academy, IDL Literacy & Numeracy is delivered through individual personalised lessons, with co-educator support. Data showing the pupils identified for the intervention accompanied with an analysis impact report of their progress is available from the SENCO and Inclusion team.

Here is the most relevant summer 2023 data showing the positive impact that the IDL intervention has had on improving the spelling and reading ages of disadvantaged year 7 & 8 pupils:

IDL Literacy progress for year 7 disadvantaged pupils – summer 2023		
Pupil	Increase in spelling age	Increase in reading age
Pupil 1	2y 8m	8m
Pupil 2	2y 1m	1y 5m
Pupil 3	1y 5m	8m
Pupil 4	1y 4m	Not-re-tested yet
Pupil 5	9m	1y 9m
Pupil 6	8m	1y 3m
Pupil 7	5m	8m
Pupil 8	8m	1m
Pupil 9	5m	5m
Pupil 10	1y 4m	Not-re-tested yet
Pupil 11	Not re-tested yet	10m
Pupil 12	Not re-tested yet	9m
Pupil 13	Not re-tested yet	7m
Pupil 14	Not re-tested yet	6m
Pupil 15	Not re-tested yet	1m

IDL Literacy progress for year 8 disadvantaged pupils – summer 2023		
Pupil	Increase in spelling age	Increase in reading age
Pupil 1	1y 3m	Not re-tested yet
Pupil 2	11m	6m
Pupil 3	9m	4m
Pupil 4	5m	7m
Pupil 5	6m	3m
Pupil 6	2m	5m
Pupil 7	9m	Not re-tested yet
Pupil 8	9m	Not re-tested yet
Pupil 9	Not re-tested yet	2y
Pupil 10	Not re-tested yet	2m

Music Tuition Subsidies for Disadvantaged Pupils

Passmores Academy continues to offer instrumental and vocal lessons to disadvantaged pupils across the school through the Passmores Academy Music School. The lessons are 15 or 30 minutes in length and take place on a one-to-one basis on Tuesday evenings in the music department. The lessons are delivered by fully qualified, professional peripatetic teachers.

The music school is nearly fully subscribed with waiting lists on several instruments. The number of disadvantaged pupils either continuing or taking up music tuition has remained consistent over the last academic year. Termly letters are sent out to parents/carers advertising the music school and what it offers.

Throughout 2022-23, 52 pupils were receiving music tuition through the Passmores Academy music school. Out of these, 41 were Passmores Academy pupils. Out of these 41 pupils, 15 were disadvantaged pupils (37%).

Thinking Reading Literacy Intervention

The *Thinking Reading* intervention, led by Mr. King, targeted 17 year 10 pupils in 2022-23, 29% of which were disadvantaged pupils (highlighted in yellow). Here is the data for the summer term. It is the easiest to read by looking at the *Increase in RA* (reading age) column. Zero means that a pupil has kept pace with their chronological age, i.e., Pupil 1 has made 9 months progress in 9 months, so the actual progress is the figure plus the number of months they were on the programme. All current pupils (i.e., not yet graduated) will make 6 months further progress in the next two weeks as they level up; Pupil 8, hopefully 12.

Cohort		NGRT 1	NGRT2	Probe	Current	Graduated	Increase in RA (m)*
Pupil 1	Anfom	-5.4	-5.8	-6.8			0
Pupil 2	Mair	-2.7	-6.3	-1.5			17
Pupil 3	Griffiths	-9.8	-8.3	-7.4			18
Pupil 4	Vladimirou	-4.3	-2.8	-0.9	-0.2	Y	7
Pupil 5	Homes	-9	-2.8	-1.3	0	Y	15
Pupil 6	Kent	-7.7	-3.3	-1.6	-0.4	Y	14
Pupil 7	Polat	-8.3	-7.6	-0.8	-0.1	Y	7
Pupil 8	Turner	-6.4	-3.7	-8.8			0
Pupil 9	Heathorn	-4.7	-6.2	-1.3	0.3	Y	12
Pupil 10	Rosseger	-5.2	-4.4	-7.8			0
Pupil 11	Nixon	-4.8	-5.4	-1.9	-0.4	Y	17
Pupil 12	Stratford	-7.2	-9.6	-6.1			7
Pupil 13	Domican	-7.1	-7.6	-6.2			0
Pupil 14	Dobson	-6.8	-7.8	-4.5			
Pupil 15	Gates	-4.4	-4.3	-2.3			
Pupil 16	Clenshaw	-4.3	-4.3	-3.2			
Pupil 17	Nicholls	-6.1	-4.5				
*Against students' best performance							

Bedrock Learning Literacy Interventions

The *Bedrock and Book Buzz* literacy interventions will begin in September 2023, led by Mr. King & Miss. Midwinter respectively.

Accelerated Reader Programme Literacy Intervention

Following a timetable change this year, the *Accelerated Reader Programme* has been running as part of the lesson structures in the English lessons.

On a thrice weekly basis, all English lessons in years 7 & 8 have an *Accelerated Reader* focus (usually at the start of the lesson) where the students read as part of the AR programme. Reading is either completed individually or with the teacher and/or supporting adult in the classroom. Once the students have completed reading their books, either on *Myon* – the online resource library for AR – or from the AR library in the English wing – they complete a comprehension test relating to the book. All students are encouraged to achieve the highest score possible; they can access the test multiple times before moving on to a new book. The new level of book is determined by the test score.

Alongside the in-class reading strategy, the students have sat 2 STAR Assessment tests to track their reading ages over the course of the year. A third test is scheduled for the Summer 2 term and it provides valuable information regarding:

- a) their progress
- b) where the teacher needs to focus more targeted intervention

The *Accelerated Reading Programme* is a successful reading program at Passmores Academy, and we will continue it in the new academic year.

KS3 Literacy (Books) Intervention

This year the English department have decided to change the time of year when the pupils are able to choose a free book to the summer term. With the summer holidays looming, we want to ensure that the pupils have a suitable (appropriate level of challenge) book that they can read over the six-week holiday. We have chosen Scholastic Book Fair as a provider ([The Book Fair Range – Teen - Scholastic Book Fairs](#)), and we have hosted our own version of the book fair in school. The school will receive book vouchers for free books (as part of *Scholastics* reward programme) for all the books which we order.

The English staff have chosen a selection of books from the teen range which covers a plethora of genres, topics and authors. The pupils have chosen their own book from the list of titles. The pupils will keep their books and will be encouraged to participate in a book swap within their English class. All the books on the *Scholastic Teen* list have been carefully selected by a panel of experts to ensure quality, suitability and to encourage reading for pleasure. This opportunity gives all students, including our disadvantaged pupils, the opportunity to have a new book release - this is something all families benefit from, given the current economic climate. The English department is running a holiday activity alongside the reading of the book – this is coordinated by the KS3 coordinator and pupils will be encouraged to submit the tasks when they return to school in September 2023. The pupils are excited about receiving a new book. This initiative is supporting the school's reading focus – *Thinking Reading* as well as the *Accelerated Reader Programme*.

Homework Club & Youth Club

The whole school homework study club usually takes place every weekday from 3.20pm-4.20pm in a specialised computer room. Supervised by a range of staff, disadvantaged pupils and their peers are welcome to attend and use the facilities that they may not have access to at home including the computers, printing facilities and internet access. Several departments also run their own homework study clubs after school which are accessible for disadvantaged pupils.

The Passmores Youth Club is led by Mrs. Fitzpatrick and Mrs. Poulter and takes place on Mondays from 3.20pm-5pm. The cost per pupil is 50p (paid from Pupil Premium budget for disadvantaged pupils). The youth club aims to support student's social skills, encourage team playing and to develop student's imagination, dexterity, physical, cognitive and emotional strength. The activities available include board games, snooker, pool, table tennis and group community fun games. 35% of pupils who attend from Passmores Academy are disadvantaged pupils.

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

Behaviour mentoring

STEP Team

The STEP Team leads on behaviour mentoring and supports disadvantaged pupils and their peers across the whole school in terms of their behaviour; social and emotional mental health (SEMH); and well-being.

STEP Team Tutor Groups

The STEP team small tutor groups are currently delivered by the STEP team staff. The aim of each tutor group is to:

- Provide a positive encounter after Period 1 for the tutees to have a positive day.
- Help organise themselves with equipment, planners, PE kit etc.
- Establish trusting relationships and forge good links with the STEP Team.
- Give tutees certain concessions but explain that they are expected to follow school rules.
- Model excellent uniform standards and a positive attitude.
- Encourage and improve good attendance and behaviour.
- Encourage independence.
- Encourage tolerance and kindness around school and especially within the tutor group.
- Return tutees to their original tutor groups when the time is right.

There is a process of selection for tutees to be in a STEP team tutor group. Tutees are selected by the following method:

Any member of staff can refer. All names are discussed at our weekly Inclusion Panel, and it is there when it will be decided if the student is suitable.

- Years 7-10 can be referred; allowances are made for specific Year 11 students.
- Pupils may be referred because of a chaotic home life.
- There may be illness where a student has the role of a young carer and the tutor group can offer support to the student.
- There may be behaviour and/or mental health concerns for that student.
- We have had some vulnerable, volatile, school refuses, disadvantaged and anxious tutees who have grown into positive young people. Whatever the reason for referral, we will make that student as welcome as possible making them feel valued and welcomed.

The STEP team tutor group continues to strive to make the pupil experience during form time as positive as possible. Pupils in the tutor group follow the mainstream form activities and get to enjoy some fun activities where possible.

STEP Team Self-Esteem Intervention Groups

The STEP team staff lead two self-esteem projects for disadvantaged pupils and their peers. The girls project is led by KWS and *The Goodman Project* for boys is led by MHG. The aim of the projects is to support those pupils who don't need mentoring/counselling but have been recognised to be struggling more post-Covid. We feel we can reach a wider audience with this kind of support.

The focus of the girl's project includes topics such as What is self-esteem? Who am I? Friendships, Self-Worth, Social Media and Reflections. The focus of the boy's *Goodman Project* Boys includes topics such as Dare to Dream, Self-confidence, Building self-confidence, Find your team support network and Find your Voice.

Currently, 38% of pupils participating in the girl's project are disadvantaged pupils and 45% of pupils participating in the boys *Goodman Project* are disadvantaged pupils.

Mentoring for LAC & PLAC Pupils

An overview of supporting LAC and PLAC pupils in terms of mentoring/counselling (behavioural and/or academic), 2022-23

Lynn Guyton (LGN) is LAC & PLAC lead throughout the whole school. There have been many interventions with looked after and previously looked after students this year. These include mentoring (can be daily or half termly depending on their need), targeted social skills mentoring, internal counselling, *Harbour Counselling* (external), music lessons (piano, guitar, music technology), laptop/laptop repair, social skills intervention, zones of regulation, IDL literacy/numeracy, Lego intervention, fidget toys, additional textbooks, bilingual dictionaries, EAL specialist small group work and 1:1, English 1:1 tuition, *Ed Class* tutoring, alternative education placements (*Parringdon*), STEP Team interventions, *The Goodman Project*, Fire Break Transport/Support intervention, daily *Meet and Greets*, *MIND*, inclusion tutor group, STEP team tutor group, STEP team interventions, Hub staff support, Access Centre time, Time Out Passes/Leave Early Passes/Toilet Passes and Access Centre passes.

Each LAC & PLAC pupil is supported in an individualised bespoke way. Academic progress and mental health is monitored by LGN and where there is a need, an intervention or support is put in place. Regular contact with teachers and pastoral staff ensures that any issues are shared with LGN and tackled. The students also raise any issues in mentoring sessions where they are dealt with, if possible, by LGN. LGN provides each student with a safe place to go should they require extra support.

Attendance Intervention – targeted attendance support

Tina Sparrow is the senior leader responsible for the strategic approach to attendance. She is supported by Lorna Brown who is the Attendance & Family Liaison Officer. We use data to monitor, identify and support individual pupils or groups of pupils, including disadvantaged pupils, when their attendance needs to improve. Persistently absent pupils are tracked and monitored carefully. We also combine this with academic tracking as increased absence affects attainment. We share information and work collaboratively with other schools in the area, local authorities, and other partners when absence is at risk of becoming persistent or severe. There are a range of interventions in place for disadvantaged pupils and their peers with persistent absence, the evidence and impact of which is recorded centrally by TSW and LBN.

Rising Futures National Citizen Service course

Rising Futures is an award-winning programme run by *Yes Futures*. It is an educational charity which supports students to develop their skills for success both in the classroom and beyond. It focuses on developing pupil's *Talents* including confidence, resilience, self-awareness and communication skills.

David Butler co-ordinates the *Rising Futures* programme at school and liaises with the *Rising Futures* Programme manager lead, Jenni Creagh. At Passmores Academy, pupils who take part in the programme are usually specific year 10 disadvantaged pupils, selected from their data and specific individualised needs. From September 2022–February 2023, 20 year 10 disadvantaged pupils successfully graduated from the programme. From March 2023–July 2023, 24 year 10 disadvantaged pupils successfully graduated from the programme.

In September 2022, the *Rising Futures* programme consisted of a welcome session for students and their parents, four one-to-one online coaching sessions, a *Play Your Part* community trip, a *World at Work* trip, a three-day *Into the Wild* adventure residential trip, self-coaching and a graduation ceremony. From March 2023, the *Rising Futures* programme structure changed and now consists of a welcome session for students and their parents, five one-to-one online coaching sessions, a *World at Work* trip, a one-day *Into the Wild* residential adventure trip, self-coaching and a graduation ceremony.

On completion of the *Rising Futures* programme the school receives an overview *Impact Summary* report for each cohort and detailed individual student *Impact Reports*, both of which demonstrate the positive impact of the programme in terms of pupil confidence, resilience, self-awareness and communication skills. Here is the most recent impact data from year 10 cohort 1 2022-23:

Student Feedback

Throughout the programme students have used *Yes Futures*' award-winning Talent Toolbox to document experiences and skills developed during the programme. Based on students' self-evidenced scoring:

71%
students had increased their **confidence**

57%
students had increased their **resilience**

71%
students had increased their **communication**

64%
students had increased their **self-awareness**

86% of students improved in at least one Talent area.

We also gathered students' feedback on a broader range of key outcomes:



86% students feel more prepared for the future



86% students feel they have skills which are valuable to others



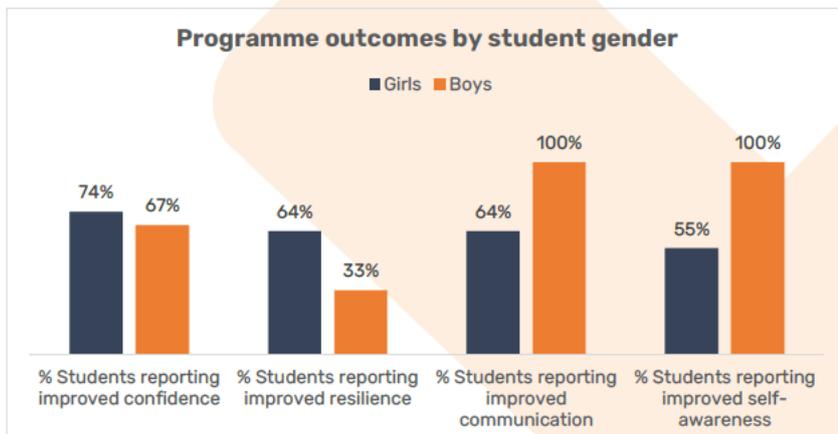
64% students have a better idea about future opportunities



86% students enjoyed the *Rising Futures* Programme

Subgroup analysis

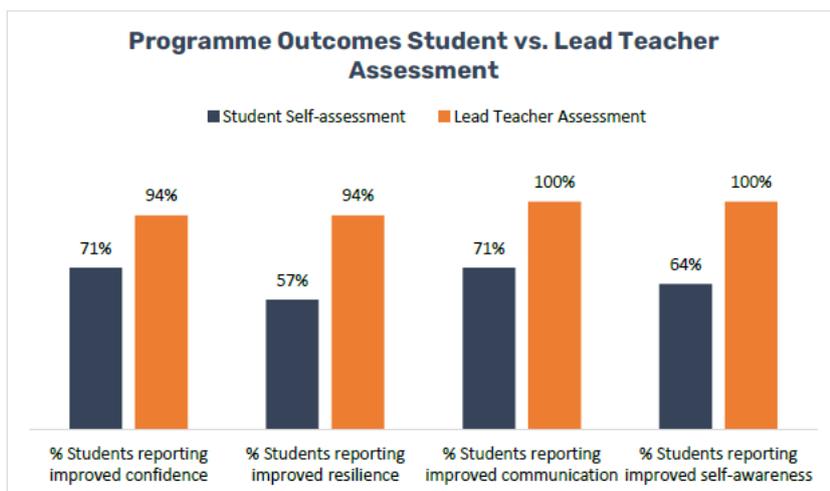
Data from student feedback was further analysed to provide insight into outcomes across student subgroups. Analysis was conducted based upon gender. We did not have sufficient information on student SEND status to carry out analysis on this sub-group.



There was variation across programme outcomes between boys and girls. It should be noted that the number of girls from Passmores Academy who participated in the programme significantly outnumbered boys. Overall percentages for boys' outcomes are based on 3 responses from male participants, which explains the high variation across boys scores.

All students on the Passmores Academy Rising Futures programme received Pupil Premium funding and therefore comparative analysis on this sub-group was not possible.

Lead Teacher Feedback



Both students and the Lead Teacher can comment on progress against outcomes at the end of the Rising Futures programme. This provides a useful point of comparison between student self-assessment versus changes in the extent to which the students display the four talents as observed by the Lead Teacher. Passmores students scored higher in observed outcomes than self-assessed outcomes. This type of variation is common due to a more 'closed' self-assessment system which can result in students underestimating their levels of progress.

Student Qualitative Feedback

We asked students how they would describe the programme:



There is also evidence to support the fact that many pupils who successfully graduate through the *Rising Futures* programme also shown an improvement in both their school attendance and academic progress over time. The data analysis evidence below shows that 80% of the year 8 cohort who attended the *Rising Futures* programme in summer 2022 improved their attendance figures post-programme in the autumn term 2023.

Name	Summer 2022 Attendance	Autumn 2023 Attendance
Pupil 1	93.39	95.68
Pupil 2	76.47	77.7
Pupil 3	95.04	97.12
Pupil 4	85.95	97.08
Pupil 5	96.69	100
Pupil 6	90.08	94.96
Pupil 7	88.24	93.53
Pupil 8	98.35	98.58
Pupil 9	98.35	100
Pupil 10	86.78	93.43
Pupil 11	95.04	98.56
Pupil 12	85.71	94.16
Pupil 13	95.04	95.68
Pupil 14	90.08	93.53

Similarly, the data analysis evidence below shows that 65% of the year 10 cohort who attended the *Rising Futures* programme in spring 2022 improved their attendance figures post-programme in the summer term 2022.

Name	Spring 2022 Attendance	Summer 2022 Attendance
Pupil 1	86.61	86.78
Pupil 2	93.86	96.69
Pupil 3	96.49	100
Pupil 4	80	91.6
Pupil 5	93.75	98.35
Pupil 6	87.5	94.12
Pupil 7	89.29	91.6
Pupil 8	100	100
Pupil 9	91.07	93.39
Pupil 10	100	100
Pupil 11	75.44	84.03
Pupil 12	94.74	95.04
Pupil 13	80.36	88.24

Targeted Counselling & Mentoring Support

Counselling

We buy in 15 hours a week (3 days) from an independent counsellor who is self-employed.

We buy in 4 hours (1 day) a week from *Harbour Counselling* - a company that is used by our primaries as well as us.

Mentoring

We employ Karen Morris 5 hours a week (1 day) and Pauline Collins 5 hours a week (1 day) to provide mentoring support. We also have an Educational Mental Health Practitioner from *MIND* who provides support for pupils one day a week.

Financial Hardship Fund

Pupil Premium funds from the financial Hardship Fund are used to enable disadvantaged pupils to attend school trips and enrichment activities that their families would otherwise not have been able to afford. In 2022-23, disadvantaged pupils attended the following trips in line with their peers:

Drama Globe Theatre trip, Duke of Edinburgh assessment expeditions, East Mersea residential trip, *Eden Project* residential trip, Harlow town centre Geography trip, Natural Forms photography trip, *Rising Futures* Into the Wild residential trip, *Rising Futures* Play Your Part community trip, *Rising Futures* World of Work trip, *The Sky's the Limit* raising inspirations trip, *The Woman in Black*, theatre trip, Harlow Playhouse pantomime trip, *Manchester Collective* music trip, MFL residential Paris trip, residential Ski trip, *Hitler on Trial* history trip, *Science Live!* trip, residential Barcelona trip, Art & Photography London trip, Textiles London trip, Geography river study trip, challenge trip to *Thorpe Park*, challenge trip to Chessington *World of Adventures* and Passmores Summer School.

The financial Hardship Fund has also been used to purchase a range of items for pupils of disadvantaged families that are struggling financially. In 2022-23 these items have included school uniform, school shoes, PE kit, stationary, bus passes, food technology ingredients, revision guides, textbooks, fiction books, dictionaries, calculators, bilingual dictionaries, electronic keyboards, art packs, table-top oven and food items.

Extra-Curricular Clubs & Activities

At Passmores Academy disadvantaged pupils have the same opportunities to participate in the extra-curricular programme as their peers. Disadvantaged pupils are encouraged to take extra-curricular enrichment opportunities to raise their aspirations and develop their confidence, self-esteem, specialist skills and general contribution to the school, local and wider community. In the summer term 2023 we offered the following extra-curricular clubs and activities for pupils:

Music	Steel Pans Band - 3 groups Passmores Music School DJ Club Soul Band Piano & Music Technology club
Drama	School Production Year 11 Booster club Excellence club Tech club Year 7 & 8 Drama club
PE	Basketball/Netball shooting Fitness Boys & girls rugby Boys & girls football Table tennis BTEC coursework catch-up Athletics Tennis Girls rounders Boys & girls cricket Softball
Maths	Maths Homework Club
Chess	Chess Club
Gardening	Gardening club
Geography	Geography Film Club (years 7-9)
Solidarity	Solidarity - Diversity club Solidarity - Culture club
English	English Enrichment Club Book Club
Textiles	Textiles Club (all years)
Art	GCSE Art Club (years 10 & 11)
	KS3 Art Club (years 7, 8 & 9)
Computer Science	Computer Science Club

	Gaming Club
MFL	French Club
Youth Club	Youth Club
Homework Club	Whole School Homework Club
AC Homework Club	Access Centre Homework Club

The number of disadvantaged pupils across the school attending at least one extra-curricular session is 31% which is in line with the percentage of disadvantaged pupils currently on roll. In the spring term, the percentage of disadvantaged pupils attending year 7 & 8 drama club was 48%, the percentage of disadvantaged pupils attending youth club was 46%, the percentage of pupils attending production club was 33% and the percentage of pupils attending GCSE art club was 30%. A new system for recording pupil attendance at extra-curricular clubs will be rolled out to staff by the data team in the autumn term 2023. Using *School Cloud* will make the whole process of registering attendance at extra-curricular clubs easier and more transparent for staff.

Student Leaders Across the School

There are currently 400 student leaders across the school in years 7-11 with 24% of those (97 pupils) being disadvantaged pupils. The breakdown of student leaders for the 2022-23 academic year is as follows:

Student Leaders Spring 2023	No. of Pupils	Non-PP	PP	%age PP
Form Reps	58	42	16	28%
House Captain	40	34	6	15%
Vice House Captain	40	28	12	30%
House Panel	39	27	12	31%
Prefect	47	34	13	28%
Charity Reps	7	6	1	17%
Eco Committee	7	5	2	34%
School Council	10	8	2	20%
Student Leadership Team	24	20	4	17%
Identity - Solidarity/Diversity	21	16	5	24%
Primary Mentor	25	19	6	24%
StuPeds	12	10	2	17%
Sports Reps	20	15	5	25%
Mental Health Ambassadors	26	18	8	31%
Culture	24	21	3	13%
Totals	400	303	97	24%

Post-16 Destinations

The following table shows the post-16 destinations of year 11 disadvantaged pupils and their peers for after they sat their GCSE exams in summer 2022.

Summer 2022			
Destination	Non-PP Pupils	PP Pupils	Total no. of Pupils
B & M	1	0	1
Birchwood 6th Form	1	0	1
Braintree College	1	0	1
British Army	1	0	1
Cambridge Regional College	1	0	1
Chelmsford College	1	0	1
Colchester FC	1	0	1
College of NW London	1	0	1
D A Gas	1	0	1
Epping St John	10	2	12
Essex Bathrooms	1	0	1
Family Business	1	0	1
Fashion Retail Academy	1	0	1
Gem School	1	0	1
Harlow College	93	43	136
Hertford Regional College	7	3	10
Herts & Essex	11	3	14
Hockerill 6th Form	1	0	1
John Henry Newman School	1	0	1
Nursery	0	1	1
Leventhorpe	10	2	12
LMP Developments	0	1	1
Long Road 6th Form	1	0	1
NEET	0	2	0
New City College	2	0	2
North Notts College	1	0	1
Oaklands College	1	0	1
Off Roll	2	0	2
Poundland	0	1	1
St. Marks 6th Form	6	1	7
Stansted Airport College	3	0	3
The Bishops Stortford High	2	1	3
Hair Salon	1	0	1
Unavailable for Work	0	1	1
Woodhouse College	1	0	1
Writtle College	4	1	5
Total	170	62	232