

## PASSMORES ACADEMY PUPIL PREMIUM STRATEGY STATEMENT 2022-2025

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

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

### 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 ( <b>3 year plans are recommended</b> )	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
<b>Total budget for this academic year</b> 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

<b>1</b>	<p><b>Expectations are high for all pupils. Build positive relationships with all pupils and families (culture, values, and expectations).</b></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><b>Planning</b></p> <p><i>PPg Projection document</i></p>	<p><b><u>Adopting a Tiered Approach</u></b></p> <p><b>How does disadvantage impact on learning?</b> Socioeconomic disadvantage may mean pupils:</p> <ul style="list-style-type: none"> <li>- Feel like they are on the margins of discussions</li> <li>- Do not have the background knowledge to make connections with learning</li> <li>- Do not have self-regulation skills to plan, monitor and evaluate their work</li> <li>- Have lower levels of oral language</li> <li>- Have a more limited vocabulary</li> <li>- Have a negative perception of themselves as learners</li> <li>- Have difficulties with language comprehension</li> <li>- Experience lower expectations through labelling</li> </ul> <p><b>Teaching and Learning Priorities</b></p> <ul style="list-style-type: none"> <li>- Quality first teaching</li> <li>- High expectations of all pupils</li> <li>- Metacognition and self-regulated learning</li> <li>- Development of speaking and listening skills on entry</li> <li>- Building on language development</li> </ul> <p><b>Academic Intervention Priorities</b></p> <ul style="list-style-type: none"> <li>- KS3 specialist teaching targeting underachievement</li> <li>- Hover support coeducation</li> <li>- English &amp; maths small group tuition</li> <li>- Targeted interventions, e.g. IDL literacy &amp; numeracy, one-to-one maths interventions</li> </ul> <p><b>Wider Approaches Priorities</b></p> <ul style="list-style-type: none"> <li>- Building positive relationships</li> <li>- Enhancing parental engagement</li> <li>- Raising expectations and aspirations</li> <li>- Building levels of independence</li> <li>- Social, emotional and mental health</li> <li>- Improving attendance</li> <li>- Mentoring and coaching - <i>Rising Futures</i></li> <li>- Enhancing cultural capital</li> <li>- Music lessons for disadvantaged pupils</li> </ul> <p><b>Implementation and Evaluation Notes</b></p> <ul style="list-style-type: none"> <li>- <i>PPg Annual Report</i> document</li> <li>- Governors monitoring visits</li> <li>- <i>Disadvantage Self-Evaluation Framework</i> documents</li> </ul>
<b>2</b>	<p><b>Data is used to identify tightly focused improvement priorities.</b></p>		
<b>3</b>	<p><b>Appropriate evidence-based teaching, academic intervention and wider approaches are used to address the root causes of underachievement.</b></p> <p><i>Curriculum equity is prioritised.</i></p>	<p><b>Implementing</b></p> <p><i>Evidencing the Impact of PPg Interventions Plan document</i></p>	
<b>4</b>	<p><b>School leaders train and support staff to deliver and sustain quality first learning for all pupils, addressing pupil need in the classroom.</b></p> <p><i>Professional development for teachers is prioritised.</i></p>		
<b>5</b>	<p><b>There is a long-term, well-specified, stage-by-stage plan for addressing disadvantage.</b></p> <p><i>The plan takes into consideration the teaching and learning, academic intervention and wider approaches to support pupils.</i></p>		
<b>6</b>	<p><b>School sets clear outcomes for the impact of disadvantage strategies and monitor progress and quality using robust and pragmatic measures.</b></p>	<p><b>Evaluating</b></p> <p><i>-PPg Annual Report</i></p> <p><i>-Governors monitoring visits</i></p>	
<b>7</b>	<p><b>The disadvantage strategy aligns the school's overall mission, goals and whole-school strategy.</b></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 (£7,500) Targeted interventions team (£21,000) Music Tuition (£3,000) <i>Thinking Reading</i> (£1,500) <i>Bedrock/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 - external company <i>Young Concern</i> (£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