

Pupil premium strategy statement

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	The Lowry Academy
Number of pupils in school	977
Proportion (%) of pupil premium eligible pupils	604 / 61.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-22, 2022-23, 2023-2024
Date this statement was published	31 st December 2021
Date on which it will be reviewed	Annually until October 2024
Statement authorised by	Mrs Claire Coy
Pupil premium lead	Mrs Rosie Aylward

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£577,210
Recovery premium funding allocation this academic year	£160,770
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	£737,980

Part A: Pupil premium strategy plan

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

Challenge number	Detail of challenge
1	<p>Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.</p> <p>On entry to Year 7, around 24% of our disadvantaged pupils arrive below age-related expectations compared to 16% of their peers.</p>
2	<p>Our assessments, observations and discussions with pupils and families suggest that the education and wellbeing of many of our disadvantaged pupils have been impacted by partial school closures to a greater extent than for other pupils. These findings are backed up by several national studies.</p> <p>This has resulted in significant knowledge gaps resulting in pupils falling further behind age-related expectations, especially in literacy-based subjects.</p> <p>Analysis of the 2022 KS4 outcomes for Year 11 students highlight that the attainment and progress of those eligible for Pupil Premium funding is generally lower than their peers. This gap has further widened over the period impacted by the Covid 19 pandemic.</p> <p>Disadvantaged students at KS3 have lower levels of reading comprehension than their peers. This risks having negative impact on their progress across the full curriculum limiting any potential progress and future outcomes. We use the NGRT testing system to regularly test all KS3 pupils. In our Year 7 intake from September 2021 (current Year 8), this highlights that that 41% of disadvantaged pupils have a below average Standard Age Score compared to 21% of non-disadvantaged.</p>
3	<p>Our student survey (EduRio) results indicate that over 20% of our school cohort “do not feel good about themselves as a learner”. 32% of our students scored low to the statement “I’ve been feeling relaxed recently”.</p> <p>Assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities due to the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p>
4	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been around 7.9% lower than for non-disadvantaged pupils. 50.4% of disadvantaged pupils have been ‘persistently absent’ compared to 25.9% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils’ progress.</p>
5.	<p>Suspensions and internal behaviour data indicates that disadvantaged pupils are over-represented.</p> <p>In the academic year 2021-2022, 82% of all suspensions were for disadvantaged students (representing 63% of the school cohort) whereas the remaining 18% of suspensions were for non-disadvantaged students (representing approximately 38% of the school cohort).</p>

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
<p>To increase quality first teaching available to all pupils.</p> <p><u>Link to whole school priorities</u></p> <ul style="list-style-type: none"> - To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within lessons. 	<ul style="list-style-type: none"> ▪ Implement a consistent model of teaching and learning strategies following our ‘Lowry Lesson’ format. A focus on supporting teachers to improve through instructional coaching, Teaching and Learning reviews, whole staff briefings and deliberate practice CPD, faculty briefings and learning walks. Developing consistent modelling and checking for understanding techniques to ensure stretch and challenge is for all learners. ▪ Improved levels of progress and acceleration of pupils to close the gaps with age related expectations. ▪ A fluid CPD programme that is responsive to emerging needs of teachers. It will focus both on improvement in classroom practice and whole-school T&L routines, and subject-knowledge development.
<p>Implementation of a high-quality curriculum for all pupils.</p> <p><u>Link to whole school priorities</u></p> <ul style="list-style-type: none"> - Develop our curriculum intent and implementation in all subjects. - Embed high quality routines both in and out of the classroom. - Improved attainment among disadvantaged pupils across the curriculum in both KS3 and at the end of KS4, with a focus on EBacc subjects. - Students have access to a wide range of extra-curricular opportunities, extending beyond the classroom to develop their character, interests and well-being. 	<ul style="list-style-type: none"> ▪ Curriculum planning development and implementation. ▪ QA across the academy will focus on how the curriculum intent is implemented in the classroom and the impact it is having on pupil progress. ▪ Assessment for learning will become an integral part of every lesson, with time allocated to teachers for fortnightly meetings to discuss what students have or have not learnt, and plan accordingly to address gaps in knowledge or skills. <p>Sustained high levels of wellbeing from 2023/24, demonstrated by:</p> <ul style="list-style-type: none"> ▪ qualitative data from student voice, student and parent surveys and teacher observations. ▪ a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.

<p>Improve pupils' literacy skills</p> <p>Pupils read daily, are encouraged to love books and reading, and receive high quality literacy support and intervention.</p> <p>Reading fluency, decoding and comprehension, is improved across KS3 with a key aim of reducing the proportion of students in the lowest stanines and those with below average SAS scores on the NGRT test.</p> <p><u>Link to whole school priorities</u></p> <p>- Embed an evidence informed approach to teaching and learning.</p>	<ul style="list-style-type: none"> ▪ All teachers will be supported through CPD opportunities to implement strategies on how to improve literacy in our classrooms. Training specifically linked to the explicit teaching of key vocabulary in lessons will be delivered rather than a general approach. ▪ Targeted literacy intervention will be provided through a wave model with key interventions dependent on identified pupil need, including Lexonic, Lexia, form0time reading in small groups and after-school reading enrichment. This includes those in the early stages of language acquisition working with the EAL team to those working with a 1:1 teaching assistant to read confidently or develop phonological awareness. ▪ NGRT testing completed twice times annually (more regularly for students receiving intervention) and highlights reducing numbers of students in stanine 1 and those with below average SAS are reducing.
<p>To accelerate progress of PP pupils</p> <p>Disadvantaged students to be proportionally represented across all student outcomes measures, at both KS3 and KS4.</p> <p>Disadvantaged students to be proportionally represented across all areas of the curriculum, including:</p> <ul style="list-style-type: none"> • Higher ability sets • EBacc take up • Co-curricular participation <p><u>Link to whole school priorities</u></p> <p>- To embed highly inspirational teaching and learning and coaching across the academy resulting in good and outstanding progress within all lessons.</p> <p>- Improve attendance in all years and key groups</p>	<p>By the end of our current plan in 2024/25, 45% or more of disadvantaged pupils enter the English Baccalaureate (EBacc). In previous years, this figure was less than half of this.</p> <ul style="list-style-type: none"> • 2024/25 KS4 outcomes demonstrate that disadvantaged pupils achieve: • an average Attainment 8 score of 40 • an EBacc average point score of at least national. • The gap between PP and non-PP for Progress 8 is narrowing in comparison to previous years. • In KS3 mid and end of year assessments, the gap between PP & non-PP for ARE 4+, ARE 5+ and ARE 7+ is narrowing in comparison to previous years. <p>Interventions in place to accelerate progress: Period six intervention open to all pupils across all GCSE subjects. 'Period zero' before school, along with Maths and English catch up sessions delivered in form time to KS4 students. Additional morning study groups providing a quiet and purposeful learning environment for pupils wishing to complete additional study and revision before the start of the school day. Exam revision support including the 'Lowry 10' revision strategy.</p>

	<p>Regular progress meetings between year 11 teachers, middle and senior leaders to monitor pupil progress and intervene swiftly when the need arises.</p> <p>Identification of HAP pupils and clear plans in place to support their progress, including 1-1 mentoring.</p>
<p>Improve attendance in line with national average for disadvantaged pupils</p> <p>Improving attendance is a whole school priority to ensure students attend school because appropriate support is put in place for students and their families to avoid repeat absences and root causes of persistent absence.</p> <p><u>Links to whole school priorities</u></p> <p>Improve attendance in all years and key groups, PP, Boys, SEND</p>	<p>Sustained high attendance from 2024/25 demonstrated by:</p> <ul style="list-style-type: none"> • the overall absence rate for all pupils being no more than 15%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2.5%. <p>The percentage of all pupils who are persistently absent being below 15% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</p> <ul style="list-style-type: none"> ▪ First day absence response to quickly support pupils to attend school. ▪ Accurate tracking of attendance on a pupil level basis allowing for timely and effective interventions ▪ Deliver staged approach and in doing so increase the breadth of staff that challenge the attendance of specific pupils. ▪ Develop the leadership of attendance, to formulate a targeted and comprehensive approach to its improvement.
<p>Provide disruption free learning for disadvantaged pupils</p> <p>All pupils at The Lowry Academy, including those who are disadvantaged, learn in a calm and safe environment, with disruption free classrooms.</p> <p>Disadvantaged students are not disproportionately impacted by suspensions and exclusions due to effective support being put in place for both students and their families. Teachers are trained and supported in the application of the behaviour policy with specific strategies clearly communicated to support those with high behaviour needs.</p> <p>The behaviour team is significantly expanded to ensure appropriate support for students at risk of exclusion, including a school-counsellor for</p>	<p>Sustained improvements in pupil behaviour will be demonstrated by;</p> <ul style="list-style-type: none"> ▪ The overall number of suspensions and exclusions reducing year on year. ▪ The proportions of suspensions by student group should not exceed the proportions when compared to whole school cohort representation. For example, PP students make up 62.3% of the cohort for the current academic year so PP students should not make up more than 62.3% of all suspensions across the academic year. ▪ The number of students removed from lessons reduces year on year. ▪ The proportions of lesson removals by student group should not exceed the proportions when compared to whole school cohort representation.

<p>emotional well-being, non-teaching Heads of Year, and pupil support managers.</p> <p><u>Link to whole school priorities</u></p> <p>To embed high quality routines both in and out of the classroom resulting in reduction in disruption to learning and exclusions in all year groups</p>	<p>For example, PP students make up 62.3% of the cohort for the current academic year so PP students should not make up more than 62.3% of all suspensions across the academic year.</p> <ul style="list-style-type: none">▪ Behaviour systems across the academy are implemented consistently, resulting in disruption free learning, so students are able to learn and teachers are able to teach.▪ Teachers are supported through one-to-one, small group sessions and whole school CPD on non-invasive, 100% strategies to manage behaviour and avoid removal from lessons.
--	--

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: £ 337,095.41

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>CPD</p> <p>Deliberate practice and curriculum development through curriculum implementation sessions</p>	<p>The EEF pupil premium guide recommends that teaching should be the top priority, including professional development, training and support for early career teachers through the ECF. Every two weeks CPD will focus on improving the quality of our pedagogical knowledge and skills.</p> <p>Improving teach raises outcomes for all, but is disproportionately beneficial for the most disadvantaged.</p>	<p>1,2,3</p>
<p>High-Quality Teaching</p> <p>Implement and sustain a whole school professional development model that focusses on developing excellent teaching and delivery through the ‘Lowry Lesson’ model.</p> <p>Develop middle-leadership within curriculum areas, to rigorously monitor and improve the quality of both the curriculum & teaching.</p> <p>Bespoke training and mentoring provided for teachers at all points in their career, particularly for those undergoing ITT and ECT programmes.</p>	<p>The EEF research has found that the best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>It is important that schools consider how children learn, how they develop knowledge and skills, and how they can be supported to lay firm foundations for later learning. Teaching approaches that ensure long-term retention of knowledge, fluency in key skills, and confident use of metacognitive strategies are crucial.</p> <p>See9f507021911ae35ac6c4d_EBE_GTT_EVIDENCE_REVIEW_DIGITAL.pdf (website-files.com)</p>	<p>1,2,3</p>
<p>Recruitment in key areas</p> <p>Additional staffing in place for identified faculties to enable rapid improvement in outcomes for core subject areas.</p>	<p>Smaller class sizes allow teachers to have higher quality interactions with their students, ensuring that pupils are receiving targeted numeracy and literacy support. The EEF has found that reduced class sizes have an average impact on progress of +2 months</p> <p>Reducing class size EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 2, 4, 5</p>

<p>Additional staffing deployed to deliver the literacy programme to widen access to the full curriculum for identified students.</p> <p>Recruitment of a dedicated PSHE teacher, to ensure students are taught all of the aspects of the PSHE curriculum to a high standard, in order to support their emotional and physical well-being.</p> <p>Increasing staffing and resourcing of the pastoral care & attendance team, to improve attendance to school of PP students, including an in-house Educational Welfare Officer, Non-Teaching Heads of Years, an Attendance Manager & a school-counsellor.</p>	<p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p>	
<p>Extended school day</p> <p>Raised attainment and progress at KS4 through compulsory attendance at period 6 for all Y11 pupils – sessions delivered as additional lessons following Lowry Lesson expectations.</p>	<p>EEF research suggests that disadvantaged students might benefit from additional school time and targeted interventions.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
<p>Assessment</p> <p>Purchase of standardised diagnostic assessments (MidYIS/ NGRT)</p> <p>Training will be provided for staff to ensure assessments are interpreted correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1
<p>Whole-School Literacy Improvement</p> <ul style="list-style-type: none"> - All pupils in years 7 to 10 experiencing daily, high quality reading. - Improving reading opportunities across the curriculum - Investment in CPD for explicit teaching of vocabulary - Improving writing across the curriculum CPD and roll-out - Literacy coordinator salary to implement this across the school <p>For those pupils with lower reading ages identified via diagnostic testing – an intervention wave model approach will be in</p>	<ul style="list-style-type: none"> o Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny. o Reading programmes address the inequality in exposure to high quality reading materials and the impact of the 30 million word gap’ and cultural literacy. It also improves consistency in tutor time provision and the transition into lessons <p><i>Sutton trust, 2011</i></p> <p><u>EEF evidence informed practice recommendations</u></p>	1

<p>place to provide the bespoke intervention they need, including form-time withdrawal for small group reading with a TA, after-school reading enrichment, Lexonic (small group intervention delivered by HLTA to address specific gaps in phonics & regular fluency practice & testing) & Lexia (online, intuitive programme to address students specific reading weaknesses).</p> <p>Improving literacy in all pupils in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</p>	<ul style="list-style-type: none"> ▪ Reading helps pupils gain knowledge which leads to better writing, whilst writing can deepen pupils’ understanding of ideas. ▪ Schools should expect and proactively plan to support pupils with the weakest levels of literacy, particularly in year 7. <p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools</p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	
---	--	--

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

Budgeted cost: £182,224.26

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Small-Group Tuition</p> <p>Implement small group tuition using School Led Tutoring fund and Covid Recovery fund to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged, including those who are high attainers.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>1, 2, 3</p>
<p>Period 0 and Period 6 Interventions</p> <p>Extending the school day through independent breakfast sessions and period 6 lessons.</p>	<p>EEF findings show that Programmes that extend school time have a positive impact on average.</p> <p>Planning to get the most from any extra time is important. It should meet pupils’ needs and build on their capabilities. Where additional time is voluntary, it is important to monitor attendance to ensure pupils who need additional support can benefit.</p> <p>Before and after school programmes with a clear structure, a strong link to the</p>	<p>1,2</p>

	<p>curriculum, and well-qualified and well-trained staff are more clearly linked to academic benefits than other types of extended hours provision.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p>	
<p><u>SEND: Implement the 5 key recommendations from EEF to support the learning of SEND pupils:</u></p> <ol style="list-style-type: none"> 1. Create a positive and supportive environment for all pupils without exception 2. Build an ongoing, holistic understanding of your pupils and their needs 3. Ensure all pupils have access to high quality teaching 4. Complement high quality teaching with carefully selected small-group and one-to-one interventions 5. Work effectively with teaching assistants 	<p>Pupils with SEND are more than twice as likely to be eligible for free school meals. EEF research shows that by ensuring the deployment of teaching assistants is effective, and before implementing interventions gain a good understanding of what they are struggling with and why, and then respond with evidence-based teaching and interventions</p>	1,2,3,4
<p>Literacy Interventions</p> <p>Adopting a targeted literacy strategy via a ‘wave’ model including:</p> <ul style="list-style-type: none"> - Lexonic Leap – small group (1:4) reading and phonics support as a reading intervention for disadvantaged pupils who need a bespoke approach using early reading strategies, to support them in developing phonological awareness in order to developing decoding strategies, improving reading fluency. Targeted at the weakest readers (<85 SAS) - Lexonic Advance: small group (1:4) reading support, helping students to develop their vocabulary, prefix and suffix knowledge, decoding ability and reading comprehension ability. 	<p>Reading comprehension strategies can have a positive impact on pupils’ ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan:</p> <p>Reading comprehension strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>‘Now the whole school is reading’: supporting struggling readers in secondary school - GOV.UK (www.gov.uk)</p> <p>https://lexonik.co.uk/independent-impact-evaluation-studies</p>	1, 5

<p>Targeted at the readers that are below average (85-90 SAS)</p> <ul style="list-style-type: none"> - Lexia – an online, intuitive programme, that addresses students specific reading needs. - After school reading enrichment, twice per week, delivered by a team of TA’s. - Form-time reading withdrawal, to be read to in small groups with a TA. - Developing a literacy team, to address the significant proportions of students with below average reading ability on entry, including: <ul style="list-style-type: none"> - A literacy interventions coordinator role (HLTA) to implement and monitor the impact of literacy interventions. - A full time literacy HLTA to deliver small-group intervention. - A Literacy coordinator TLR holder position. 		
--	--	--

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

Budgeted cost: £290,425.06

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Improving Attendance</p> <p>Embedding principles of good practice set out in DfE’s Improving School Attendance advice.</p> <p>Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be funded to improve attendance.</p> <p>Widening the attendance team, including recruiting an in-school Education Welfare Officer, an attendance manager, & two attendance officers.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.</p> <p>School attendance guidance May 2022 (publishing.service.gov.uk)</p> <p>The Durrington Research School cites the robust tracking of attendance data as ‘crucial’ to addressing attendance issues. This allows patterns of absence to be scrutinised and appropriate interventions to be implemented in a timely manner.</p> <p>An evidence informed approach to... Durrington Research School</p>	2,3,4
<p>Developing Co-Curricular</p> <p>Develop co-curricular and enrichment activities through the Aspire program.</p> <p>Developing the leadership of co-curricular through the TLR holder position for Aspire coordinator.</p> <p>Subsidizing the cost of extra-curricular trips for PP students.</p>	<p>The EEF, say enriching education has intrinsic benefits (sometimes referred to as “arts for arts’ sake”). We think all children, including those from disadvantaged backgrounds, deserve a well-rounded, culturally rich, education.</p> <p>However, many go beyond this and argue that enrichment approaches can directly improve pupils’ attainment and it is this link that EEF is particularly interested in.</p>	3
<p>Further Developing Behaviour & Culture</p> <p>Embedding the 6 recommendations from the EEF Improving Behaviour in schools guidance paper With a particular focus on recommendations 4, 5 and 6.</p>	<p>EEF research finds that misbehaviour in lessons is something that has been documented by teachers for centuries. And while most pupils in most lessons are well-behaved, it’s a major cause of stress for teachers and can have a lasting impact on the outcomes of the pupils in the class. There’s a clear need for school to have consistent and clear behaviour policies that promote positive behaviour in lessons.</p>	3

<p>Use simple approaches as part of your regular routine</p> <p>Use targeted approaches to meet the needs of individuals in your school</p> <p>Consistency is key</p>		
<p>Breakfast Club</p> <ul style="list-style-type: none"> - Offering free breakfast to all students, to improve physical, and therefore mental well-being, equipping them for a day of learning. - We pay 25% of the total cost to The National Breakfast Scheme 	<p>Brilliant breakfasts Great Ormond Street Hospital (gosh.nhs.uk)</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

Total budgeted cost: £809,744.73

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Teaching (for example, CPD, recruitment & retention):

Red = next steps

Our assessment of the reasons for these outcomes points primarily to Covid-19 impact, which disrupted all of our subject areas to varying degrees. As evidenced in schools across the country, partial closure was most detrimental to our disadvantaged pupils, and they were not able to benefit from our pupil premium funded improvements to teaching and targeted interventions to the degree that we intended. The impact was mitigated by our resolution to maintain a high-quality online curriculum, including during periods of partial closure, which was aided by use of online resources such as those provided by both United Learnings Online Curriculum platform, Oak National Academy and the schools own online learning.

Activity	Outcome
Aim	Outcome
Improve pupil Progress (P8)	2019 (-1.4) vs 2022 (-1.37) = Achieved
Improve pupil Attainment (A8)	2019 (28.8) vs 2022 (35.4) = Achieved
Improve Basic measure English and Maths at 4+	2019 (31%) vs 2022 (46%) = Achieved
Improve Basic measure English and Maths at 5+	2019 (14%) vs 2022 (27%) = Achieved
Increase Ebacc entry	2019 (20%) vs 2021 (14%) = Partially Achieved <i>Our current Year 11 EBACC entry is 20%, with Year 10 at 30%.</i>
Curriculum Implementation & High-Quality Teaching & Learning - Subject curriculum support the development of knowledge, understanding and skills over time. - CPD programme, including pedagogical developments whole-school and development of teacher subject knowledge. - Time allocated in the timetable for collaborative planning, using formative	Our internal assessments during 2021/22 suggested that the performance of disadvantaged pupils was higher than in the previous 2 years in key areas of the curriculum. Whilst our disadvantaged pupils achieved better than in previous years, the target outcomes we aimed to achieve in our previous strategy by the end of 2021/22 were not fully realised, but only by a few percentage points. <i>Overall, attainment and progress measures are improving since the last exam series (pre-covid) in 2019, which reflects the positive impact of our Pupil Premium spending to support all students in catching up post Covid.</i>

assessment information to ensure the curriculum is responsive in addressing what students have not learnt.

- Planning at all levels recognises individual pupil need.

- In class T&L strategies (e.g. targeted circulation, targeted, Right is Right questioning) support and challenge PP pupils.

- Formative and summative assessment are used to monitor PP performance and inform subsequent actions in the classroom.

There is further work to do on narrowing the progress & attainment gap of PP students – next steps in our PP plan will involve a significant investment in literacy support (PP students are disproportionately represented in the students that are below 90 SAS on NGRT). We will also significantly increase our Y11 intervention offer, targeting PP students that are underperforming for extra tuition before and after-school, and at weekends.

Whole Cohort: End of Year 11 Progress & Attainment Measures

<u>GCSE Results</u> <u>Basics Maths & Eng</u>	<u>GCSE results</u> <u>2019</u>	<u>GCSE results</u> <u>2022</u>
7+	-	3%
5+	14%	27%
4+	31%	46%
P8	-1.4	-1.37

Pupil Premium End of Year 11 Progress & Attainment Measures

Whole Cohort:

<u>GCSE Results</u> <u>Basics Maths & Eng</u>	<u>GCSE results</u> <u>2019</u>	<u>GCSE results</u> <u>2022</u>
5+	6%	14%
4+	15%	28%
P8	-1.51	-1.88

Non – Pupil Premium End of Year 11 Progress & Attainment Measures:

<u>GCSE Results</u> <u>Basics Maths & Eng</u>	<u>GCSE results</u> <u>2019</u>	<u>GCSE results</u> <u>2022</u>
5+	7%	33%
4+	15%	70%
P8	-1.41	-0.75

PP Gap – End of Year 11 Progress & Attainment Measures

Although the gap looks to have increased, it should be noted that this is because in 2019, all students, both disadvantaged and non-disadvantaged, underperformed.

<u>GCSE Results</u> <u>Basics Maths & Eng</u>	<u>GCSE results</u> <u>2019</u>	<u>GCSE results</u> <u>2022</u>
5+	-1%	-28.6
4+	0	-42.3
P8	-0.1	-1.14

Reading – Whole-School Offer

- Developing a culture of reading across the school
- Developing disciplinary literacy across all subjects
-

Whole – Cohort Analysis

The data suggests that due to high quality teaching & learning, explicit instruction of vocabulary, reading across the curriculum, and our whole-school reading programme, most students are making good progress in their reading ability.

However, there is a significant amount of further work to do on supporting weaker readers to catch up, **which is why this is a focus of our new plan.**

Key Statements Y7

- 80 % of students made expected progress or above.
- 63% made expected progress (**13% higher than national**).
- 17% made higher or much higher than expected progress (**8% lower than national**).
- At the beginning of the year, 17% of students were within the “above average” or “very high” category. This has **increased** to 23% (equal to national).
- Students with reading ages 14+ increased from 13% to 28%.
- The mean SAS score **increased from 97 – 97.6 (+0.6 SAS)**
- Students with a very low SAS (<74) **increased from 7% to 11%**.
- Those with an SAS score below average or lower (<88) **decreased from 25% to 23%**.

Key Statements Y8

- 75 % of students made expected progress or above.
- 46% made expected progress
- 29% made higher or much higher than expected progress (**4% higher than national**).
- At the beginning of the year, 16% of students were within the “above average” or “very high” category. This has **increased** to 25% (2% above national).
- Students with reading ages 14+ increased from 26% to 44%.
- The mean SAS score **increased from 98.3 – 99.3 (+0.9 SAS)**
- Students with a very low SAS (<74) **increased from 6% to 8%**.
- Those with an SAS score below average or lower (<88) **increased from 24% to 28%**.

	<p style="text-align: center;">Key Statements Y9</p> <ul style="list-style-type: none"> • 81 % of students made expected progress or above. • 40% made expected progress • 41% made higher or much higher than expected progress (16% higher than national). • At the beginning of the year, 11% of students were within the “above average” or “very high” category. This has increased to 26% (3% above national). • Students with reading ages 14+ increased from 28% to 54%. • The mean SAS score increased from 94.2 – 99.5 (+5.3 SAS) • Students with a very low SAS (<74) decreased from 10% to 9%. • Those with an SAS score below average or lower (<88) remained the same at 30%. 	
--	---	--

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

<p>Targeted Maths, English and Science tuition to support progress for Y11 pupils.</p> <p>Small group tuition for identified cohorts of pupils that have been impacted by lockdown loss of learning for students not achieving 4+ in English and Maths.</p>	<p>On average, students that received tutoring performed at least one grade higher in core subjects when compared with students that did not.</p> <p>Next steps: we will use our tutoring spend to target a wider range of students, across both key stages, to plug gaps resulting from the pandemic.</p>
<p>Literacy Intervention</p> <ul style="list-style-type: none"> - Run effective, targeted literacy intervention programmes for students to catch up for all students with an SAS below 80. - Teaching the mechanics of reading to support struggling readers 	<p><u>Reading Interventions Cohort Improvement</u></p> <p>Y8 The mean SAS score improved from 73 – 80 (+7.0) The progress of this group was much more rapid in comparison to the whole cohort for Year 8 (+0.9 SAS) 77% of students who did this intervention are no longer within the “significantly below” SAS category.</p> <p>Y7 The mean SAS score improved from 72.4 – 76.3 (+3.8 SAS) The progress of this group was much more rapid in comparison to the whole cohort for Year 7 (+0.6 SAS)</p>

	<p>25% of students who did this intervention are no longer within the “significantly below” SAS category.</p> <p>Next steps: going forwards, we will have a closer analysis of the gap between PP and Non-PP progress in reading. We will be increasing our intervention offer to address all students below 90 SAS, across all year groups, identifying specific reading needs, with the weakest reader receiving the most intensive support on our literacy intervention waves programme (see above detail)</p>
--	---

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

<p>Improving attendance of all students, including the disadvantaged.</p>	<p>Although overall attendance in 2021/22 was lower than in the preceding 2 years at 90.2% (All), it was higher than the national average. At times when all pupils were expected to attend school, absence among disadvantaged pupils was 4.4% higher than their peers and persistent absence 12.4% higher. These gaps are larger than in previous years, which is why attendance is a focus of our current plan.</p>
<p>Improving the emotional well-being and mental health of disadvantaged students.</p>	<p>Our assessments demonstrated that pupil behaviour, wellbeing and mental health were significantly impacted last year, primarily due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach in our new plan.</p>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Football Beyond Borders	Football Beyond Borders
NGRT Reading Assessments	GL Assessment
Bedrock Learning – Vocabulary Program	Bedrock Learning
Sparx	Sparx Maths
Seneca Learning – Revision Program	Seneca Learning
Lexia – Literacy Programme	Lexia
4 Matrix	4 Matrix
Lexonic Literacy Intervention	Lexonic
Provision Map	Class Charts

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	High quality teaching and improved literacy as stated above & pastoral care.
What was the impact of that spending on service pupil premium eligible pupils?	Outcomes for pupil premium students improved. Student welfare improved.

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- ensuring pupils understand our ‘catch-up’ plan by providing information about the support they will receive (including targeted interventions listed above), how the curriculum will be delivered, and what is expected of them. This will help to address concerns around learning loss - one of the main drivers of pupil anxiety.
- utilising support from our local Salford cluster, local behaviour improvement partnership (BIP), plus funding for CPD from the local authority’s Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.

- offering a wide range of high-quality co-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected. We also commissioned a pupil premium review to get an external perspective.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, students and teachers in order to identify the challenges faced by disadvantaged pupils. We also used the EEF's families of schools database to view the performance of disadvantaged pupils in school similar to ours and contacted schools with high-performing disadvantaged pupils to learn from their approach.

We looked at a number of reports and studies about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at a number of studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) to help us develop our strategy and will continue to use it through the implementation of our activities.