

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	Ormiston Meridian Academy
Number of pupils in school	975
Proportion (%) of pupil premium eligible pupils	54%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2021-2023
Date this statement was published	October 2021
Date on which it will be reviewed	September 2022
Statement authorised by	Claire Stanyer, Principal
Pupil premium lead	Jaime Peacock
Governor/Trustee lead	

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£431,215
Recovery premium funding allocation this academic year	£64,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0.00
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	£496,030

Part A: Pupil Premium Strategy Plan

Statement of Intent

The Pupil Premium is additional funding given to schools so that they can support their disadvantaged students and close the attainment gap between them and their peers. The Pupil Premium was introduced in April 2011 and is allocated to schools to work with students who have been registered for free school meals at any point in the last six years (known as 'Ever 6 FSM').

The government believes that the Pupil Premium, which is additional to main school funding, is the best way to address the current underlying inequalities by ensuring that funding to tackle disadvantage reaches the pupils who need it most. Ormiston Meridian Academy is committed to ensuring that this funding is directed effectively to support the specific needs of the students and is robustly evaluated to judge the effectiveness and impact of the strategies.

The 'Living Standards Outlook' forecasts that the post-pandemic economic fallout will hit low income households most sharply. Our ambition is that our disadvantaged students are future-proofed for any employment opportunities and emerging needs of the labour market. Therefore, our curriculum and teaching underpins students' success in terms of their academic and personal development, and goes a long way to negate against our local context, ensuring that they leave our academy ready to ignite not only their futures, but the future of our local area.

Demography and School Context:

Ormiston Meridian Academy is situated in Meir South, within Stoke on Trent Local Authority District which is ranked 15 out of 317 using the National IMD indices of deprivation. The academy is situated in Meir South. This LSOA is ranked 691 out of 32,844 placing it in the bottom 1.8% of the country for IMD rank; thus it is in the top 5% of wards in the country in terms of multiple deprivation.

Our Pupil Premium eligibility is over half of our cohort and rising. The Income Deprivation Affecting Children Index average for the 7 LSOAs within our catchment indicates that the adverse childhood experiences for some of our learners includes household income deprivation as these children live in areas ranked in the bottom 7% of the country nationally.

All other deprivation indicators, including health, housing and levels of education within the households, fall within the bottom 10% of the country nationally. However, mental and physical health deprivation, and education, skills and training deprivation within the working age population are well below this and fall within the bottom 6% and 2% respectively.

This is not an excuse for capping what our remarkable students are capable of. We have a relentless moral purpose to raise the bar for our learners by setting high standards. We work closely with other schools and an extensive variety of external agencies to support students to achieve the academy's vision of 'shaping lives, building ambition and igniting futures'.

Academy Priorities for Disadvantaged Students:

There are a large number of reasons why some of our disadvantaged students do not yet achieve as highly as their non-disadvantaged peers. There are some barriers that affect large numbers of disadvantaged students in similar ways, however some of the barriers to achievement are highly complex and personal to individual students. We have analysed the reasons for underachievement to enable us to get to the root cause of the problem, then using the Pupil Premium Grant the aim is to overcome these barriers and therefore diminish the achievement difference between disadvantaged students and other students nationally. We have considered the seven priorities of our disadvantaged school community very carefully and these are listed in the 'challenges' section of the document.

Alongside an excellent curriculum and teaching, by tackling the seven priorities below we are best placed to make a positive difference to our disadvantaged students and can ensure that they have successful lives. This list is not exhaustive and will change according to the needs and support our socially disadvantaged students require.

Challenges

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

Challenge Number	Detail of Challenge
1	<p>Attendance: Some disadvantaged students do not attend school as regularly as non-disadvantaged students. This reduces their school hours and hinders their progress against our curriculum aims and goals.</p> <p>School assessment data indicates that absenteeism has a negative impact on disadvantaged students' progress. Therefore, reducing the number of disadvantaged students that are 'persistently absent' continues to be a priority in order to reduce the COVID deficit.</p>
2	<p>SEND: Some disadvantaged SEND K students, particularly males, make less academic progress than their peers. These students can be at risk of being exposed to harmful social norms that perpetuate inequality.</p> <p>2019 GCSE outcomes showed that SENDK disadvantaged students marginally outperformed SENDK non-disadvantaged students, however, due to Covid-19, we do not yet have the GCSE data to show that this is a continued trend. In 2019 SEND K disadvantaged females made over half a grade progress more than SEND K disadvantaged males. This trend is replicated in subsequent TAGs in 2020 and 2021.</p>
3	<p>Tuition: Some disadvantaged students do not have the ability to study effectively at home, and do not always experience consistency and security in terms of their accommodation. Due to high levels of deprivation locally, this can lead to challenges for some students to study effectively at home. Many of these students do not have parents/carers who can support them adequately with academic study, and do not have the financial means to pay for expert tuition outside of school hours.</p>
4	<p>Reading: Some disadvantaged students enter the academy without the ability to read fluently. There are marked differences in the levels of exposure to sophisticated language which can result in a broad vocabulary gap between disadvantaged students and their peers.</p> <p>GL Assessment 'Progress Tests' on entry to Year 7 this year indicate that students enter the academy with depressed levels of literacy in comparison to the national average. The data shows that that 49% of our disadvantaged students arrived with below age-related expectations in reading compared to 32% of their non-disadvantaged peers. However, Internal STAR Reading assessments across 2020-21 show that our robust reading interventions and strategies have a positive impact on students' standardised scores for reading, with the gap between disadvantaged and non-disadvantaged students reducing by the end of Year 8. In July 2021, disadvantaged students had an average standardised score of 96 and non-disadvantaged students had a standardised score of 101 (national average is a standardised score of 95+).</p>
5	<p>HAL: Some disadvantaged HAL students, particularly males, do not achieve as well as their non-disadvantaged peers because these students have 'further to fall'. Therefore, without robust support from school these students can sometimes significantly underachieve and this has an impact on their future prospects.</p> <p>GL Assessments 'Progress Tests' on entry to Year 7 this year indicate that disadvantaged HAL students enter the academy with depressed levels of literacy, numeracy and science skills in comparison with the national average. The GL data indicates that only 2% of students in receipt of free school meals arrived with above age-related expectations in mathematics compared to 15% of their non-disadvantaged peers, only 4% of students in receipt of free school meals arrived with above age-related expectations in science compared to 12% of their non-disadvantaged peers,</p>

	and only 2% of students in receipt of free school meals arrived with above age-related expectations in English compared to 10% of their non-disadvantaged peers.
6	Ambition: For some students, school is the only place where they receive a consistent message of high academic achievement and relentless ambition and aspiration. Our curriculum has to ensure that students are well prepared to embark on a successful post-16 progression route that is aspirational and impacts positively on our local community for years to come.
7	Remaining at the forefront of excellent curriculum and teaching practice: Due to the high proportion of disadvantaged students in the school, every teacher is a teacher of disadvantaged students. Therefore, we have a strong strategic expectation of high performance, founded on cutting edge research.

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
Attendance: To achieve and sustain improved attendance for all disadvantaged students, particularly SEND K, and disadvantaged boys so that their attendance is in line with non-disadvantaged peers nationally.	<p>Demonstrate sustained high attendance for disadvantaged students by 2023. Families are well supported by pastoral and attendance liaison support teams in dealing with anxieties surrounding attendance to school, learning and achievement, resulting in:</p> <ul style="list-style-type: none"> • Attendance for the whole school at least in line with National figures by September 2023. • Attendance for disadvantaged, and SEND at least as high as their peers with a target of 95% by 2023. • Persistent absence (PA) figures for disadvantaged and SEND are reduced to 13% by 2023.
SEND: Disadvantaged SEND Years 7-11 are so well supported, they learn the full curriculum and achieve highly.	<ul style="list-style-type: none"> • The reading and vocabulary data of disadvantaged students with SEND is improving rapidly and is at least in line with their non-disadvantaged peers. • All disadvantaged SEND students will achieve a successful post 16 with 0% NEET. • The quality of education for SEND students is exceptional as recognised in curriculum and teaching indicators.
Tuition: Disadvantaged students will achieve as highly as their non-disadvantaged peers as a result of high-quality tuition in English, mathematics, and a range of other subjects.	<ul style="list-style-type: none"> • By 2023, disadvantaged students will achieve as highly as their non-disadvantaged peers across the Basics. • English and mathematics progress for disadvantaged students will be in line with National non-disadvantaged. • Progress of disadvantaged students in the English Baccalaureate, specifically science, will be broadly in line with their non-disadvantaged peers.

	<ul style="list-style-type: none"> • Identified disadvantaged students have access to resources that will support with their academic achievement. • Identified disadvantaged students will have access to tuition based on identified areas of need.
<p>Reading: Improved reading comprehension and range of vocabulary among disadvantaged students.</p>	<ul style="list-style-type: none"> • The reading and vocabulary data of disadvantaged students is improving rapidly and is at least in line with their non-disadvantaged peers. • Students' reading ability, tested by STAR/NGRT will improve to at least 'average' (SS 95+).
<p>HAL: Disadvantaged HAL students achieve as highly as their non-disadvantaged peers, specifically in English, mathematics and other English Baccalaureate subjects</p>	<ul style="list-style-type: none"> • By 2023, most able disadvantaged students will achieve at least in line with National other students. • Separate science performance for HAL disadvantaged students will improve significantly. • The number of most able disadvantaged students achieving grades 7-9 across English Baccalaureate subjects will improve.
<p>Ambition: Disadvantaged students from years 7-11 are provided with excellent wider curriculum experiences and opportunities that develop them as confident, ambitious and aspirational learners.</p>	<ul style="list-style-type: none"> • Students demonstrate exceptional personal development skills and characteristics, and are intrinsically motivated to achieve highly. • By 2023 100% of disadvantaged students will engage with a house event within faculty areas, developing character and building ambition by completing activities within the curriculum. • Increase the participation of disadvantaged students in the Student Leadership Team. • Increase the number of disadvantaged students who achieve the SSAT the Student Leadership accreditation to 56% by 2023. • Engage all disadvantaged students with physical and mental health education conducted successfully by student leadership team by 2023. • 0% NEET for all disadvantaged students and POST 16 progression route that is suitably challenging and ambitious.

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: £135,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Teaching in the science faculty, specifically physics, has been developed through robust CPD for non-specialists including:</p> <ul style="list-style-type: none"> • STEM KS3 and KS4 subject enhancement courses for none specialists in biology, chemistry and physics. • Teacher Subject Specialism Training in Physics. 	<p>Sutton Trust research has found that schools with the highest percentages of FSM eligible students have lower proportions of specialised science teachers. Therefore, many disadvantaged students do not have access to teachers with specialist knowledge of their subject, who may be more able to stretch them and answer complex subject specific questions in lessons. The CPD undertaken by members of the science faculty addressed this barrier.</p> <p>Potential for Success The Sutton Trust</p>	7
<p>To ensure that all students can meet their potential in science, the academy has appointment two highly experienced science teachers to further enhance the teaching and leadership of the faculty.</p>	<p>As above, nationally many disadvantaged students do not have access to specialist science teachers. Our appointment of two highly experienced science teacher counteracts this barrier.</p> <p>Potential for Success The Sutton Trust</p>	7
<p>Appointed of a new Assistant Principal for the strategic leadership of Pupil Premium and High Ability Learners.</p> <p>High quality CPD to enhance the knowledge of this leader include:</p> <ul style="list-style-type: none"> • Pupil Premium Reviewer Training • The Most Able Pupils Conference 2021 	<p>Most able students have ‘further to fall’ and therefore, without robust support from school can sometimes significantly underachieve; this has an impact on their future prospects. The 2015 Ofsted report into most able disadvantaged students states that schools should identify designated staff to champion the needs of these students.</p> <p>The Most Able Students Ofsted</p> <p>The Pupil Premium Reviewer Training is written in partnership with the Department for Education the National College for Teaching and Leadership, and The Education Endowment Foundation.</p> <p>The Most Able Pupils Conference 2021 is a government CPD event. Best practice from this will be disseminated to academy staff throughout the year so that their teaching routinely challenges the most able students</p>	7, 5

<p>Enhancement of the teaching in mathematics through:</p> <ul style="list-style-type: none"> • Appointment of a new Assistant Principal for Maths and Raising Achievement. • Funding teacher release time to access Maths Hub resources and CPD offers (including Teaching for Mastery training). 	<p>A teacher's level of understanding of mathematics has been found to directly impact the amount that their students learn.</p> <p>What Makes Great Teaching? The Sutton Trust</p> <p>To teach mathematics well, teachers need to assess students' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models. The Teaching for Mastery training will develop non-specialist maths so that they can do this.</p> <p>KS2 KS3 Maths Guidance 2017.pdf (educationendowmentfoundation.org.uk)</p>	7
<p>Purchasing of CPD resources for staff to develop curriculum development and teaching and learning. This includes:</p> <ul style="list-style-type: none"> • Mary Myatt, 'The Curriculum'. • National College school membership. 	<p>The National College uses videos to deliver remote CPD on a range of school improvement strategies, including specific modules on improving outcomes for disadvantaged and vulnerable learners.</p> <p>https://thenationalcollege.co.uk/</p> <p>The research by Mary Myatt has been used by faculty leaders to develop a curriculum that is ambitious for all students. We have ensured that students from disadvantaged backgrounds or with lower starting points are not offered a diminished diet, but rather are supported to access demanding work, through appropriate scaffolding and support.</p> <p>Crafting Your Curriculum with Poverty in Mind SecEd</p>	7
<p>Further developing SEND provision across the academy through ongoing robust CPD. This includes:</p> <ul style="list-style-type: none"> • External CPD to develop the teaching of SEND across the year featuring 'Attachment and sensory difficulties' by an occupational therapist, and 'The Curious Case of ASD and ADHD'. • Dissemination of training from the SENDCO to improve Wave 2 teaching for SEND K students across the curriculum. • Training of an Emotional Literacy Support Assistant through 'ELSA'. • Upskilling of a teaching assistant in the areas of restorative justice and 	<p>Students with SEND have the greatest need for Quality First Teaching, and are entitled to provision that supports their achievement. Nationally, the attainment gap between students with SEND and their peers is double the gap between students eligible for free school meals and their peers. However, students with SEND are also more than twice as likely to be eligible for free school meals*. We believe that closing the disadvantage gap means finding better ways to support students with SEND.</p> <p>Therefore, the academy follows the Department for Education SEND Code of Practice, and the EEF Guidance Report, to deliver the best quality of education for our SEND students:</p> <p>SEND Information DfE</p> <p>SEND in Mainstream Schools EEF</p> <p>The 'ELSA' course provides training on social skills, emotions, bereavement, social stories and therapeutic stories, anger management, self-esteem, counselling skills such as solution focus and friendship.</p>	7, 2

<p>careers training for SEND students.</p> <ul style="list-style-type: none"> • Release of SENCO to complete SEMH training with OAT SEND Lead Practitioners, and ongoing NASEN CPD. • Release of SEND staff to complete training from OAT including 'Spotlight on dyslexia' and 'ASD in girls'. • Training of SEND staff in 'Catch Up Literacy' and 'Catch Up Numeracy'. • Release of SEND staff to complete a diploma in 'Trauma and Mental Health'. • Evaluating and refining the strategies used by teaching assistants within the classroom so that they are consistently highly effective. 	<p>Elsa Network</p> <p>Catch Up® Literacy/Numeracy is structured one-to-one intervention for learners who find reading difficult. It enables struggling readers to achieve more than double the progress of typically developing readers.</p> <p>Catch Up Literacy</p> <p>Catch Up Numeracy</p> <p>Socioeconomic disadvantage correlates with the risk of ADHD. Overlap between ASD and ADHD is the norm and not the exception. The CPD provides a range of techniques and strategies to help students with learning, behaviour and socialisation issues.</p> <p>Social Disadvantage and ADHD</p> <p>The Curious Case of ASD and ADHD</p> <p>Some of our disadvantaged SEND students lack social, emotional and mental strength to enable them to operate as effective learners and regularly attend lessons. The diploma in 'Trauma and Mental Health' provides delegates with key insights into the psychology and neuroscience of mental ill-health and challenging behaviour alongside vital tools and techniques in knowing how to respond to a child's narrative of painful life events.</p> <p>Diploma Trauma and Mental Health</p>	
<p>Purchase of 'Fresh Start Training' for English specialists and teaching assistants to further develop the teaching of phonics for struggling readers.</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading, particularly for disadvantaged pupils:</p> <p>Phonics Toolkit EEF</p>	7, 2
<p>Further developing literacy across the academy through ongoing CPD.</p> <p>Staff trained on the OMERA 'Six Pillars of Literacy', enhancing quality first teaching across the curriculum which includes reading opportunities in every lesson and explicit vocabulary instruction. This will involve ongoing teacher training and support, and release time for some staff members.</p>	<p>Reading comprehension strategies (inferring meaning from context and summarising or identifying key points) can have a positive impact on students' ability to understand a text. Disadvantaged children are less likely to have read at home with family members, and so may not have acquired the necessary skills for reading and understanding challenging texts.</p> <p>Reading Comprehension Strategies Toolkit Strand Education Endowment Foundation EEF</p> <p>The academy follows the EEF recommendations for improving literacy in secondary schools, related to reading, writing, talk, vocabulary development and supporting struggling students.</p> <p>Improving Literacy EEF Recommendations</p>	7, 4
<p>Further developing assessment for learning across the academy through</p>	<p>The EEF state that it is important to provide feedback when work is correct, as well as being used to identify errors. Students require clear</p>	7

<p>ongoing CPD. This will involve ongoing teacher training and support, and release time for some staff members.</p>	<p>and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement. Providing high quality feedback to students in lessons is well-evidenced to have a high impact on learning outcomes, and may have a greater impact on disadvantaged students and lower prior attainers than other students. Studies of verbal feedback show slightly higher impacts overall (+7 months).</p> <p>Feedback Toolkit EEF</p>	
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Targeted Academic Support (for example, Tutoring, One-to-One Support Structured Interventions)

Budgeted Cost: £102,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Provision of expert led targeted support and tuition for disadvantaged students in mathematics, English and science. In addition to this, a vigorous timetable of supplementary teaching outside of school hours (boot camps, Saturday school and half term sessions) has been planned for targeted Year 11 disadvantaged students across all subjects.</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining students. The Education Endowment Foundation state that additional small group support can be effectively targeted at students from disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.</p> <p>Small Group Tuition Toolkit Strand Education Endowment Foundation EEF</p> <p>The Ofsted publication "The Pupil Premium: How schools are spending funding successfully to maximise achievement" highlights targeted support as one of the top ten 'gap busters'.</p> <p>Spending the PP Funding Successfully Ofsted</p>	<p>3, 5, 2</p>
<p>Some disadvantaged students are unable to access high-quality revision materials and resources outside of school. Therefore, the academy will purchase these resources and work with the student to ensure that they are implemented in a way that will support academic progress. The 'Home and Independent Learning' strategy includes purchase of exam board endorsed revision guides and computer aided tuition such</p>	<p>The Education Endowment Foundation find that Homework has a positive impact on average (+ 5 months), particularly with students in secondary schools.</p> <p>Homework Toolkit EEF</p> <p>GCSEPod helps students acquire robust subject knowledge for each GCSE. A small number of cases studies report the positive impact that GCSE Pod has had on the attainment of disadvantaged students</p> <p>GCSE Pod Case Studies</p> <p>Data from maths and science GL Assessment 'Progress Tests' taken at the start of Year 7 show that students in receipt of free school meals come to us with standardised scores significantly below their non-disadvantaged peers within our academy and other students</p>	<p>3, 5</p>

<p>as HegartyMaths, My GCSE Science, and GCSE Pod.</p>	<p>nationally. HegartyMaths and My GCSE Science are high quality resources used by students as part of their 'Home and Independent Learning' (HAIL); subject leads are able to analyse the engagement and achievement of disadvantaged students and put interventions in place.</p> <p>My GCSE Science</p> <p>Hegarty Maths</p>	
<p>Launch and maintenance of the 'Laptop Loan Service' to support independent study.</p>	<p>A proportion of our disadvantaged students do not have access to digital technology that can support learning outside of school. The Sutton Trust warns that lack of access to electronic devices to complete homework threatens to undo a decade's worth of social mobility, widening the gap between rich and poor students nationwide. Therefore our 'Laptop Loan Service' serves to close this gap for our students.</p> <p>Social Mobility and COVID 19 The Sutton Trust</p>	<p>3</p>
<p>A daily 'Home and Independent Learning' after school club (HAIL Club) provides access to computer equipment and teaching assistant support to enable self-study.</p>	<p>Some students, particularly those eligible for Pupil Premium funding, do not have access to the resources needed to study at home, for example the internet, a laptop or a quiet workspace. These difficulties may increase the gap in attainment for disadvantaged pupils. Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision.</p> <p>Homework Toolkit EEF</p> <p>The Ofsted publication "The Pupil Premium: How schools are spending funding successfully to maximise achievement" states that providing good facilities for supported self-study is one of the top ten 'gap busters' for disadvantaged students.</p> <p>Spending the PP Funding Successfully Ofsted</p>	<p>3, 2</p>
<p>Development of the 'Jet Set Programme' to raise the aspirations and outcomes for targeted most able disadvantaged students in English, mathematics, science and MFL. This programme is in addition to the curriculum and includes high level reading groups, national competitions, and additional resources.</p>	<p>The Sutton Trust 'Potential for Success' report states that there is evidence that most able students benefit from being given more advanced content; if these students are grouped and also have enriched or advanced opportunities for learning, they have been found to outperform equivalent students by two to three months.</p> <p>Potential for Success The Sutton Trust</p> <p>Gifted education programmes and strategies have been found to longitudinally benefit most able students, helping students increase aspirations for post-16 progression and career plans, develop creativity and achieve more highly than equivalent students.</p>	<p>3, 5, 6</p>

	Gifted Students Examination of Research Reis and Renzulli	
Engaging with the National Tutoring Programme via PET-Xi to provide catch-up tutoring days for students whose education has been most impacted by the pandemic. At least 75% of the students targeted to receive tutoring will be disadvantaged, including those who are high attainers.	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: One to One Tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small Group Tuition Toolkit Strand Education Endowment Foundation EEF	3, 5
Purchase of a 'Fresh Start' as a targeted intervention to ensure that all students can read accurately and fluently with good comprehension. 'Fresh Start' trained teaching assistants support trained English specialists with the delivery of 'Fresh Start' and reading intervention for Year 7 RS groups.	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit EEF The Ofsted publication 'Removing Barriers to Literacy' states that it is necessary for learners to have secure grasp of the link between sounds and letters to develop their literacy. The more effective secondary schools referenced in the publication had put in place a range of support for students in need of intensive help with reading. This support included introducing lessons on phonics for Year 7 students with low reading ages. Removing Barriers to Literacy Ofsted	3, 2, 4
Purchase of the BedRock Vocabulary programme which supports students in their acquirement of deep knowledge of vocabulary to support their academic success. This digital vocabulary curriculum teaches essential Tier 2 words, root words and academic verbs.	Bedrock Learning has created a digital vocabulary curriculum to close the word gap between students. Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in mathematics and English: Why Closing the Word Gap Matters A study published by Oxford University Press found that over 70% of teachers believed that addressing students' vocabulary gap when they returned to the classroom would be a high. Moreover, eight out of ten teachers agree that school closures due to Covid-19 are likely to have widened the word gap at transition from primary to secondary school. Students whose parents were unable to support with reading and vocabulary development through lack of skills or resources during partial school closures will have been most impacted this this. Bridging the Word Gap at Transition OUP BedRock Learning Research	2, 4
Purchase of Renaissance MyOn Digital Library and the Accelerated Reader	The EEF toolkit references a study showing that Year 7 students who were offered Accelerated Reader made 3 months' additional progress in	4, 2

<p>Programme to foster independent reading skills and improve outcomes for struggling readers at KS3.</p>	<p>reading compared to other similar pupils. For pupils eligible for free school meals the figure was 5 months additional progress.</p> <p>Accelerated Reader Project EEF</p> <p>The Department for Education publication 'Research Evidence on Reading for Pleasure' states that having books of their own has an impact on children's attainment. There is a positive relationship between the estimated number of books in the home and attainment and children who have books of their own enjoy reading more and read more frequently.</p> <p>Reading for Pleasure Research DfE</p>	
<p>Purchase of books for the 'Reading Widely and Often' full texts strategy which takes place in extended form time for students in Years 7-9.</p> <p>Students read a carefully chosen range of fiction texts allowing them access to a wide range of quality texts which expand their vocabulary. The texts are specifically selected to link to Fundamental British Values, the OMERA core values and PSHE education.</p>	<p>Reading texts that promote Fundamental British values develops students into valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background.</p> <p>The Department for Education publication 'Research Evidence on Reading for Pleasure' states that students who receive free school meals are less likely to read fiction outside of the classroom. Evidence suggests that there is a positive relationship between reading frequency, reading enjoyment and attainment.</p> <p>Reading for Pleasure Research DfE</p> <p>Research suggests that the act of reading aloud to the class from a challenging text may support the development of children's spoken language comprehension and therefore contribute to their reading comprehension skills.</p> <p>Reading Aloud with your Class EEF blog</p>	4, 5
<p>Supporting new students with very little English to quickly access the English language and the curriculum. This is facilitated through EAL specific 1:1 reading support with a NASSEA trained, multilingual EAL teaching assistant.</p>	<p>In the Ofsted publication, 'Removing Barriers to Literacy' the more effective secondary schools referenced in the publication had put in place a range of support for EAL students in need of intensive help with reading. This support included: providing one-to-one reading support for pupils with very low reading ages, and ensuring that pupils who were learning English as an additional language received support that focused on their particular needs.</p> <p>Removing Barriers to Literacy Ofsted</p>	4

Wider Strategies
(for example, Related to Attendance, Behaviour, Wellbeing)
Budgeted Cost: £ 227,000

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
<p>Embedding the principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>This will includes:</p> <ul style="list-style-type: none"> • Attendance officer strategy • Mini bus transportation support • School welfare officer • 'Team around Child' attendance strategy • Specific support from the SEND team uniform and equipment hardship fund <p>The Director of Inclusion holds a caseload of the most vulnerable disadvantaged students including LAC, CP, CIN and EH students ensuring maximum attendance for all.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>Improving School Attendance DfE</p> <p>Our experience has shown that working closely with families and their individual needs has a positive impact on the attendance of persistently absent students. Team Around the Child (TAC) is made up of safeguarding, inclusion, pastoral and SEND, attendance and senior leaders who are skilled in supporting pupils and their families to identify and overcome barriers to attendance.</p> <p>The Ofsted publication "The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement" highlights that schools that successfully use the funding to maximise achievement for disadvantaged students provided well targeted support to improve attendance and links with families where these were barriers to a student's learning</p> <p>Spending the PP Funding Successfully Ofsted</p>	<p>1, 2</p>
<p>Reducing suspension strategy.</p> <p>The academy is committed to reducing suspension rates, and offers multiple faceted support to students who have received a suspension.</p> <p>This includes:</p> <ul style="list-style-type: none"> • Vice Principal responsible for behaviour/DSL and TAC Chair • Director of inclusion • KS4 & KS3 Pastoral Lead • Five Heads of Year • PALP (Inclusion Director OAT) • TAC 'Team around Child' attendance strategy • CPD on behavior strategies with the aim of 	<p>Both targeted interventions and universal approaches can have positive overall effects.</p> <p>Team Around the Child (TAC) made up of safeguarding, inclusion, pastoral, and SEND, attendance and senior leaders who are skilled in supporting pupils and their families to identify and overcome barriers to repeat negative behaviour. By engaging with parents swiftly and exploring the multiple intervention strategies the academy has reduced FTE from 448 (2019) to 175 (2021)</p> <p>The DfE are currently reviewing their guidance of behaviour and discipline protocols and are currently engaged with schools to review good practice (Nov 2021). The academy will continue to follow DfE guidance.</p> <p>Behaviour Interventions Toolkit EEF</p> <p>Behaviour and Discipline in Schools</p> <p>Internal Exclusion Guidance DCSF</p>	<p>1, 2, 6</p>

<p>developing our school ethos and improving behaviour across school. This will require release time for some staff members.</p> <ul style="list-style-type: none"> • Specific support from the SEND team uniform and equipment hardship fund. 		
<p>The academy provides a range of support for students' emotional wellbeing. These interventions for specific students who require support with regulating their behaviour and emotions includes:</p> <ul style="list-style-type: none"> • Counselling • Therapeutic support • School therapy dog • Breakfast club, with a focus on developing social skills • Emotional regulation • Mentoring • Art therapy • Lego therapy 	<p>The Education Inspection Framework's report on adolescent mental health found good evidence that CBT interventions support young people's social and emotional skills, and can reduce symptoms of anxiety and depression:</p> <p>Adolescent Mental Health EIF</p> <p>Ofsted's 'Evaluation of Breakfast Clubs in Schools with High Levels of Deprivation' reports the positive impacts of breakfast clubs. As well as reducing hunger, breakfast clubs have been found to improve concentration and behaviour in class and to improve punctuality for some students. They were also found to have additional positive impact on social development as they support students to make wider friendship groups.</p> <p>Evaluation of Breakfast Clubs Ofsted</p> <p>Art therapy and Lego therapy use children's natural interests to promote the development of social, communication and play skills. Lego Based Therapy is a social communication intervention for autistic and other children with social communication.</p> <p>Making a Mark Ofsted</p> <p>Lego Therapy Social Competence</p>	1, 2
<p>Purchase of the School Synergy Parent App to facilitate rapid communication with parents in relation to attendance, behaviour and rewards.</p>	<p>Research shows a consistent relationship between increasing parental engagement (particularly of hard to reach parents) and improved attendance, behaviour and student achievement.</p> <p>Engaging Parents in Raising Achievement DCSF</p>	1, 6
<p>Provision of a robust careers education that ensures disadvantaged students can make informed decisions about their choices and are very well prepared for their future lives beyond 16. This includes:</p> <ul style="list-style-type: none"> • Bespoke careers support packages for disadvantaged SEND students. 	<p>Due to localised issues pertaining to the context of the academy, some disadvantaged students can be at risk of being exposed to harmful social norms that perpetuate inequality. A high-quality careers education facilitates upward social mobility for these students. The academy follows the career guidance as set out by the Gatsby Benchmarks</p> <p>Good Career Guidance Gatsby</p> <p>A review of international evidence conducted by the Education Endowment Foundation found that teenagers who underestimate the education</p>	6, 2

<ul style="list-style-type: none"> • A robust work experience programme for all Year 10 students to amplify their career aspirations. • Access to the 'Project 25' work experience programme for students who are both SEND and at risk of suspension. 	<p>needed to get their chosen job are more likely to end up NEET and young people from disadvantaged backgrounds are disproportionately more likely to have career aspirations that don't match their educational goals. Therefore, providing students with first-hand experiences of the world of work alongside independent and impartial career guidance is imperative to give disadvantaged young people the type of insights, exposure and experiences that will help them succeed in the world of work.</p> <p>Career Aspirations Research EEF</p> <p>The Ofsted publication "The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement" highlights that schools that successfully use the funding to maximise achievement for disadvantaged students carefully map careers advice and experiences for all disadvantaged students.</p> <p>Spending the PP Funding Successfully Ofsted</p> <p>The goal of the 'Project 25' programme is to raise student aspirations, improve transition to post-16 progression and improve student attainment.</p> <p>Project 25</p>	
<p>Embedment of the new rewards and house system, with students being rewarded for all above and beyond actions with house points.</p>	<p>Disadvantaged learners respond best to a positive learning environment where mutually respectful relationships are developed. Since launching the rewards system, all students have been awarded for personal and academic achievements by gaining house points.</p> <p>The Education Endowment Foundation guidance 'Improving Behaviour in Schools' states that reinforcement programmes based on students gaining rewards encourage positive behaviour and improve students' learning behaviours.</p> <p>Improving Behaviour in Schools EEF</p> <p>The Education Policy Institute report into the 'Key Drivers of the Disadvantage Gap' states that a student's sense of belonging is associated with positive attitudes towards school, which are in turn positively predictive of attainment. Therefore, we promote the wearing of house badges on blazers to further develop a culture of pride, confidence and achievement.</p> <p>Key Drivers of the Disadvantage Gap EIP</p>	<p>6, 1</p>
<p>The embedment of the SSAT Student Leadership strategy, including academy accreditation. There is a drive for disadvantaged males to participate in student leadership activities, specifically those who also SEND, in order to develop</p>	<p>A lack of confidence and of social skills has been recorded as risk factor for the success of most able disadvantaged students.</p> <p>Academically Able Disadvantaged DfE</p> <p>The Student Leadership strategy facilitates students to fulfil their potential as future leaders.</p>	<p>6</p>

<p>transferrable skills for the world beyond school.</p>		
<p>Launch of the Artsmark Award within school (to be achieved by Feb 2022) to ensure that ensure every student, including those who are disadvantaged, can access a diverse and rich arts education to build their confidence, character and resilience through creativity.</p>	<p>We believe that a well planned arts education, which supports the cultural development of all students by providing opportunities to engage with Britain's rich art and culture, is a key way to develop students' cultural capital and improve their chances to live a flourishing life. The Education Endowment Foundation Teaching and Learning Toolkit notes that arts participation can help to close the disadvantage gap by three months.</p> <p>Arts Participation Toolkit EEF</p> <p>Evidence shows that engagement with the Artsmark strengthens student voice, develops students' social skills and supports personal progression. This has been supported by case studies and testimonials of schools that have completed their Artsmark journey.</p> <p>Artsmark Testimonials</p> <p>Artsmark Case Studies</p>	<p>6</p>
<p>Implementation of the 'Shelf Indulgence - I'd rather be Reading' reading for pleasure programme.</p> <p>All KS3 students, including those who are disadvantaged, will complete a HAIL ('Home and Independent Learning') reading project that is linked to the curriculum in five key subjects areas: physical education, art, MFL, history and geography.</p> <p>This will be supported with a once weekly reading club targeted at disadvantaged SEND students who are struggling readers.</p>	<p>Prior general knowledge, which encompasses whatever students already know about events, ideas or objects, influences the meaning that they construct</p> <p>from texts. Its importance is anchored in the schema theory of reading (Anderson and Pearson, 1984) which proposes that comprehension occurs when the reader builds up systems of relationships between existing schemas and the information presented in the text.</p> <p>General Knowledge & Reading Journal of Research in Reading</p> <p>Socio economic factors can mean that some disadvantaged students are very much behind their non-disadvantaged peers in language development and general knowledge. This strategy encourages wider reading across a wide genre of texts to support knowledge of current affairs and related subject matter.</p> <p>An article from SecEd states that disadvantaged students are at risk of becoming more disadvantaged as they progress through school because they do not possess the foundational knowledge they need in order to access and understand the school curriculum. It is the responsibility of every adult working in a school (not just English teachers) to show that reading is one of the hallmarks of civilised adult life. The texts purchased for this strategy are carefully chosen to develop students' vocabulary, language comprehension, general knowledge, and love of reading.</p>	<p>4, 2</p>

	Pupil Premium Closing the Vocabulary Gap	
<p>Funding is used to offer a wide range of extra-curricular and enrichment opportunities for our students. This includes:</p> <ul style="list-style-type: none"> • over 35 hours of extracurricular activities per week. • peripatetic music lessons. • one of the largest cohorts of Duke of Edinburgh in Staffordshire. <p>The academy Head of Extracurricular relentlessly drives up the participation rates of disadvantaged students and SEND students in our rich offer of extra-curricular activities.</p>	<p>An article published by The Sutton Trust reports that a child from the richest fifth of families is four times more likely to enjoy paid for extra-curricular activities than one from the poorest fifth.</p> <p>Benefits of Extracurricular The Sutton Trust</p> <p>The Social Mobility Commission report 'An Unequal Playing Field: Extracurricular Activities, Soft Skills, and Social Mobility' states that too many students from disadvantaged backgrounds lose out on the benefits of extracurricular activities such as: increased confidence which helps social interaction, a real aspiration to go onto higher education, more soft skills and a sense of wellbeing and belonging. It is children from the poorest households that are much less likely to take part in any extracurricular activity, particularly music and sport.</p> <p>Unequal Playing Field Social Mobility Commission</p> <p>The Department for Education identify that the fact that some disadvantaged students have no or limited experience of belonging to out of school clubs or community associations and that this can be a risk factor for academic achievement.</p> <p>Successful Approaches DfE</p>	1, 6
<p>Funding for the KS3 entitlement offer so that it provides a range of activities and events that support an 'awe and wonder' culture within the delivery of all subjects for all students, specifically 100% participation for disadvantaged students. The (free to all) curriculum entitlement includes visits to a variety of places of religious worship, museums, Chester Zoo, visiting a major city, a theatre performance, and other subject specific talks/visits.</p>	<p>Faculties can bid for funding for subject specific experiences. Each faculty must provide evidence to support their bid in order to successfully receive funding.</p> <p>The Ofsted publication "The Pupil Premium: How Schools are Spending Funding Successfully to Maximise Achievement" states that providing a range of educational experiences is one of the top ten 'gap busters' for disadvantaged students.</p> <p>Spending the PP Funding Successfully Ofsted</p> <p>The Department for Education identify that the fact that some disadvantaged students have no or limited experience of cultural activities and that this can be a risk factor for academic achievement.</p> <p>Successful approaches DfE</p>	1, 6
<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>	All

Total Budgeted Cost: £496,030

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.

Attendance: Attendance rates of all students were impacted as a result of Covid-19. However, the 2020-2021 attendance percentage figures for disadvantaged SEND students and disadvantaged male students has continued to improve in a two-year trend from 2019. The Attendance Officer will use the Pupil Premium funding to continue the upward trend of PP SEND K students' attendance, and accelerate improvements further through strategic use of SEND staff and the attendance team.

SEND: Through intensive work between the attendance team and the SEND department, the attendance of SENDK students has continued to improve. The number of PA disadvantaged SENDK students has reduced by 18.2% from 2019 to 2021. In addition, the academy has worked tirelessly to reduce SEND suspensions and as a result there has been a significant reduction in SEND suspensions. In 2020-21, there was a 9% reduction SEND in exclusions compared to the previous year. Furthermore, 8 SEND students have received 2+ suspensions. These students are predominantly disadvantaged males; this is a 27% reduction compared to last year.

Our allocation of funds to pastoral and emotional/ social support allowed us to ensure that throughout the partial closure period regular contact was made with our disadvantaged students and that on-site provision for our vulnerable and key worker students was consistently staffed.

100% of SEND students received an Achiever Plan, which highlights appropriate reasonable adjustments to support and overcome barriers to learning. These were shared with parents/carers and students were actively involved in deciding their appropriate strategies/adjustments.

Tuition: Additional teaching in English and mathematics with experienced specialists ensured targeted students achieved target grades. Delivery of this targeted intervention continued remotely during the school closure period. Additional teaching in all other subjects ensured that 2021 outcomes were broadly in line with previous outcomes, thus demonstrating that the catch-up programme was successful.

At the end of the academic year, 123 students (Years 7, 8 and KS4) participated in the catch-up summer school (which had both an academic and wellbeing focus), with 100% of KS4 students being targeted disadvantaged students, 70% of attendees to the Year 7 summer school being disadvantaged, and 100% of attendees to the Year 8 summer school being targeted SEND students. 90% of the students attending the summer school reported feelings of increased confidence around school attendance as a result of participating.

Reading: STAR Reading data at the end of the academic year 2020/21 showed that SEND disadvantaged students in Year 8 and Year 9 'caught up' by achieving average standardised scores of 85 and 88 respectively. The average Year 7 standardised score for SEND disadvantaged score was 80, and so struggling readers will continue to be targeted for intervention in Year 8. The improvement in the standardised scores suggests that students' vocabulary across KS3 is improving. Future vocabulary data will be more easily tracked across Year 7 and Year 8 in 2021-22 using Bedrock Learning.

HAL: The percentage of disadvantaged most able students achieving grades 7-9 continues to rise in English, maths and geography, with the most significant improvement shown in geography. However, the number of students achieving grades 7-9 in the separate sciences was national

figures for 2019, and so the appointment and training of specialised science staff this academic year will serve to address this gap.

In order to raise the aspirations of our HAL students, Year 11 most able student, including those who are disadvantaged, received weekly sessions from the Most Able Lead on graduate schemes, and applying for university, specifically Russell Group universities. By the end of Term 3 2021, HAL CEIAG opportunities for HAL disadvantaged students had restarted after the Covid-19 closures, with targeted male, HAL disadvantaged students participating in bespoke lectures in the School of Life Sciences and the School of Digital, Technologies and Arts at Staffordshire University. Student

voice prior to the university visits showed that only 58% of the students had considered applying to university in the future; this increased to 100% following the face to face engagement with the university.

Ambition: The academy house system was introduced at the academy during the academic year 2020-21. The academy house system encompassed both rewards and a dedicated house system. 100% of Pupil Premium students receive a formal reward in the form of house points, certificate, Head of Year Award or Vice/Principal Award.

60% of students that were part of a Student Leadership team were disadvantaged, and 25% of SEND males took part in a leadership activity. It is our target to increase the number of disadvantaged male and SEND students taking part this year.

All Year 11 disadvantaged students received at least two careers interviews to identify aspirational career goals and the steps needed to achieve them. Students identified as RONI received at least three interviews plus additional interventions to ensure suitable post-16 progression.

Remaining at the Forefront of Excellent Curriculum and Teaching Practice: Quality First Teaching had the biggest impact on ensuring students caught up following school closures. To ensure that staff remained at the forefront of excellent teaching practice, CPD continued for all staff during the closure period. Remote CPD topics included: SEND Strategies; vocabulary and approaches to reading; effective remote teaching and learning through Google Classroom; curriculum development. In addition, staff who receive coaching to rapidly improve their teaching practice continued to receive this support over this period.

Externally Provided Programmes

Programme	Provider
Exams MADE Easy	MADE-Training
HegartyMaths	HegartyMaths
BedRock Vocabulary	BedRock Learning
Fresh Start	Ruth Miskin
GCSE 'Topic Focus' English, Maths and Science Catch-up Revision Days	PET-Xi
GCSEPod	The Access Group

Further information (optional)

Planning, Implementation, and Evaluation

In planning our new Pupil Premium Strategy, we evaluated the needs of the disadvantaged students in our academy in relation to the barriers that they face as part of their individual and local contexts. There are some barriers that affect large numbers of disadvantaged students in similar ways, however some of the barriers to achievement are highly complex and personal to individual students. Academy leaders triangulated evidence from multiple sources of data including assessments data, behaviour data, and conversations with parents, students and staff in order to identify the challenges faced. The Pupil Premium Lead and Pupil Premium Policy Holders conducted an extensive literature review of published research about effective use of Pupil Premium funding, the impact of disadvantage on educational outcomes, and how to address challenges to learning presented by socio economic disadvantage.

An evaluation of previously planned activities and the impact that this had on the lives of our disadvantage students was also undertaken. We will continue with the programmes that have had the biggest impact on students' achievement and progress as identified in Part A:

- additional tutoring by specialists in English and mathematics
- additional teaching sessions across all subjects for Year 11 and Year 10 students
- delivering a robust careers programme to ensure that Year 11 student secure a successful post-16 progression route
- additional reading tuition and literacy development strategies
- further targeted support for the most vulnerable disadvantaged SEND and HAL students
- implementation of robust attendance interventions

Additional Non-Funded Strategies

To fulfil our academy vision of 'Shaping Lives, Building Ambition, and Igniting Futures' our Pupil Premium Strategy will also be supplemented by additional non-funded strategies that are not being funded by Pupil Premium or Recovery Premium. This will include:

- CPD throughout the year on high impact non-funded Pupil Premium strategies, with monitoring through learning walks, book scrutinies and student voice.
- embedding more effective practice around feedback. Education Endowment Foundation research demonstrates this has significant benefits for students, particularly those who are disadvantaged
- SENDCO monitoring quality first teaching and wave 2 SEND intervention at class teacher level to meet individual needs.
- CPD to support with data analysis and a new data manager to evaluate successes and areas for development, to inform faculty and class teacher decision making for their disadvantaged students.
- developing students' vocabulary through the use of Tier 3 vocabulary key words every lesson. Planning of academic vocabulary alongside the curriculum for all subjects will mean that vocabulary builds up cumulatively through the years.
- identification of classes with a significant proportion of disadvantaged students and providing additional high profile visits to support these classes.
- consistent implementation of the academy behaviour policy to close the attainment gap between disadvantaged boys and their peers by challenging harmful social norms, building their ambition, providing inspiration, improving engagement, behaviour and attendance.
- fortnightly review of internal behaviour data with a specific focus on disadvantaged students, identifying possible 'triggers' to poor behaviour.
- utilising GL assessment data to inform curriculum planning so that students catch-up on the areas identified as weaknesses in English, mathematics and science.

- reviewing curriculum provision for disadvantaged SEND boys to ensure they can maximise their attainment.
- ensuring students understand our 'catch-up' plan by providing information about the support they will receive (including targeted interventions listed in Part A), 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 student anxiety.
- monitoring the quality of homework submitted by disadvantaged students and intervening as necessary. The attendance of most able disadvantaged students to HAIL Club will be monitored.
- most able disadvantaged students (as identified by NCOP) will continue to participate in 'The Brilliant Club', funded by Higher Horizons, and other funded UniConnect opportunities.

We have put a robust evaluation framework in place for the duration of our three year approach and will adjust our plan over time to secure better outcomes for our disadvantaged students.