

# 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	Southmoor Academy
Number of pupils in school (at funding point)	
Proportion (%) of pupil premium eligible pupils (at funding point)	424 (%)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2021-22 2022-23 2023-24
Date this statement was published	December 2023
Date on which it will be reviewed	December 2024
Statement authorised by	Mrs Joanne Maw (CEO and Headteacher)
Pupil premium lead	Mr Sammy Wright (Head of School)
Governor / Trustee lead	Dawn Prior (Academy Council)

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£410,895
Recovery premium funding allocation this academic year	£111,504
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£522,399

# Part A: Pupil premium strategy plan

## Statement of intent

The purpose of Pupil Premium funding is to ensure that schools offer additional support to students from disadvantaged backgrounds in realising their potential. The school spends this money to ensure that disadvantaged students benefit from high quality teaching, curriculum and pastoral support, and more opportunities for cultural capital. Our aim is to eliminate imbalances in academic outcomes, attendance and behaviour, cultural capital and wider school experience-between pupil premium students and our whole school cohort.

High-quality teaching is integral to raising the achievement of all pupils, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our curriculum intent covers knowledge and understanding; skills and characteristics; and careers and aspirations. All three are only possible if centred on a culture of positive relationships, where students know that school works in their interests - even when holding them to account for their behaviour.

Knowledge and understanding covers the subject specific content across the curriculum and is defined and sequenced with the help of the national curriculum and exam syllabi. Skills and characteristics includes both subject specific skills, and also the wider personal characteristics referenced in Skills Builder that we have embedded throughout the curriculum. Careers and Aspirations reflects the thread of careers guidance, extra-curricular activities and academic enrichment that provides signposts towards what students might choose to do in the future.

### Key Objectives

- Improve outcomes for all pupils through high-quality teaching and targeted academic support
- Improve attendance, behaviour, engagement and well-being
- Broadening the curriculum to meet the needs of Southmoor students so they can acquire the knowledge and cultural capital they need to succeed in life and are successful in their next steps to education, employment or training.

## Challenges

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

Challenge number	Detail of challenge
1	Pupil premium students historically and nationally have lower progress scores than other pupils at GCSE. Progress of pupil premium students in maths is significantly below national compared to other pupils.

2	Pupil premium students are less likely to engage with independent study due to home circumstances, lack of educational resources, access to technology and support from home.
3	Pupil premium students have higher rates of absence and persistent absence compared to other pupils.
4	Pupil premium students receive a higher number of the overall behaviour sanctions.
5	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.
6	Families are less likely to be able to afford classroom resources, uniform and costs associated with extra-curricular / offsite activities limiting students' capability to engage effectively with day to day schooling and access to cultural capital.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan in 2023-24**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
<b>Overall Achievement</b> Improved attainment among disadvantaged pupils across the curriculum at the end of KS4, with a focus on EBacc subjects.	P8 ( $\geq 0$ ) L3VA in most subjects at KS5 is positive
<b>Achievement in Maths &amp; English</b> Improved outcomes for pupil premium students in the core subject areas. Improved matching, of pupils achieving Grade 4+ and Grade 5+ in maths and English	Improved outcomes for PP students demonstrated by <ul style="list-style-type: none"> <li>Quality of teaching in maths and English lessons is secure or better in observations</li> <li>Basics 5+ 26%</li> <li>Basics 4+ 55%</li> </ul>
<b>Progression and Destinations</b> To ensure pupils are ready for the next stage of education, employment or training with the same high ambitions and access to	Destinations data above national Key Stage 4 <ul style="list-style-type: none"> <li>Pupils staying in education or employment for at least 2 terms after key stage 4 (<math>&gt;94\%</math>)</li> </ul>

<p>post 16 and 18 support/information as other pupils.</p>	<ul style="list-style-type: none"> <li>• Pupils staying in education for at least 2 terms after key stage 4 (&gt;87%)</li> <li>• Further education college or other further education provider (&gt;37%)</li> <li>• School sixth form (&gt;37%)</li> <li>• Pupils staying in apprenticeships at least 6 months after key stage 4 (&gt;4%)</li> <li>• Pupils staying in employment for at least 2 terms after key stage 4 (&gt;3%)</li> <li>• Pupils not staying in education or employment for at least 2 terms after key stage 4 (&lt;5%)</li> <li>• Destination unknown (&lt;1%)</li> </ul> <p>Key Stage 5</p> <ul style="list-style-type: none"> <li>• Students progressing to education or employment after key stage 5 (&gt;81%)</li> <li>• Students progressing to higher education or training (&gt;62%)</li> </ul>
<p><b>Reading</b></p> <p>Pupils read widely and often, with fluency and comprehension appropriate to their age.</p>	<p>Overall NGRT Standard Age Scores are above national in KS3 including SEND and disadvantaged students</p> <p>Year 7 - overall SAS above 100</p> <p>Year 8 – overall SAS above 100</p> <p>Year 9 – overall SAS above 100</p>
<p><b>Attendance</b></p> <p>There is demonstrable improvement in the attendance of PP pupils. Pupils have good attendance, within the context of the pandemic. They come to school on time and are punctual to lessons.</p>	<p>Sustained improved attendance measured by</p> <ul style="list-style-type: none"> <li>• Overall absence rate is below national</li> <li>• Persistent absence rate is below national</li> </ul>
<p><b>Behaviour and Engagement</b></p> <p>There is demonstrable improvement in the behaviour of PP pupils. Fixed-term and internal exclusions are used appropriately. Pupils are reintegrated on return and their behaviour is managed effectively. Staff are trained and supported to maintain a consistent approach to behaviour.</p>	<p>Sustained and improved behaviour measured by</p> <ul style="list-style-type: none"> <li>• Fixed Term Exclusions below national</li> <li>• % Permanent exclusions below national</li> </ul>

<p><b>Widening Opportunities</b></p> <p>Pupil premium students receive opportunities to learn off site and develop cultural capital alongside their peers.</p> <p>Pupils engage with a wide range of opportunities to nurture, develop and stretch talents and interests.</p>	<p>Measured by</p> <ul style="list-style-type: none"> <li>• Pupil premium pupils have at least one opportunity to learn off site during the current academic year.</li> <li>• Proportion of PP student uptake for extra-curricular and enrichment is similar to non PP students.</li> </ul>
<p><b>Broadening Curriculum</b></p> <p>Increased numbers of pupil premium students studying and completing EBacc at a good standard.</p> <p>Individualised CEIAG at KS3 and KS4</p>	<p>EBacc entry rate above national</p> <p>Achieving EBacc 5+</p> <p>Achieving EBacc 4+</p>
<p><b>Attitudes to Learning</b></p> <p>PP pupils' attitudes to their education are positive and they take pride in their achievements.</p>	<p>A2L data shows year on year improvements.</p>

## 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 (CPD, recruitment and retention)

Budgeted cost: £ 260,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staffing in English, maths and science	Quality first teaching	1
CPD: all staff to know pupil premium and their needs and support them effectively in lessons.	Quality first teaching	1
Academic mentor in English	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
HLTA in maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Academic mentor in maths	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Academic Mentoring option slot	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
CPD to support teachers improve pupils' recall and retrieval of key knowledge	With bigger and more complex qualifications at every key stage, the demands of the curriculum in terms of knowledge (including knowledge of academic vocabulary) have increased.	1
CPD and Quality Teaching: improving vocabulary in the classroom using the Frayer model	This strategy helps students to identify, understand, learn new vocabulary. It activates past knowledge, links it to the new concepts and stimulates critical analysis of the information.	1
Purchase of standardised diagnostic assessments for reading comprehension.	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.	1

Enhancement of maths teaching and curriculum planning. Funding of teacher release time to embed key elements of the guidance in school, and to access North East Maths Hub support, resources and CPD.	The DfE non-statutory KS3 guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches:	1
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## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 130,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
Small group and 1:1 tuition for students in English with an academic mentor	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Small group and 1:1 tuition for students in Maths with an academic mentor	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Small group and 1:1 tuition for students in maths with an HLTA	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
English masterclasses for 7+; 5+ and 4+	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Maths masterclasses for 7+; 5+ and 4+	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
1:1 tuition for A level and GCSE students using Rugby School programme	Pupils make on average 1 whole grade of progress in their tutored subject, after one term of tuition for GCSEs.	1
Support for students with improving reading and comprehension.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Subscription to and staffing for Lexia	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1
Resources for pupils to support independent study at home and in school (calculators, textbooks, online subscriptions)	EEF: metacognition and independent learning	2
Online Revision Resources to include MyGCSE Science, mathswatch, GCSE Pod	EEF: metacognition and independent learning	2



Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1, 2
Recruitment of academic mentors from 6 <sup>th</sup> form to support pupils with studies.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support pupils.	1, 2

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

Budgeted cost: £130,599

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mental Health Support Team	PP pupils have been shown to be more likely to be struggling emotionally as they have been especially impacted by COVID.	5
Listening Ear Service (MIND)	PP pupils have been shown to be more likely to be struggling emotionally as they have been especially impacted by COVID.	5
Class Charts to monitor and reward good behaviour.	Pupils' motivation and positive attitudes to learning are important predictors of attainment.	4
Rewards and Awards Programmes <ul style="list-style-type: none"> <li>- A2L</li> <li>- Positive Points</li> <li>- Awards Evening</li> </ul>	Pupils' motivation and positive attitudes to learning are important predictors of attainment.	4
Pastoral Support Team	'Against the Odds' report from SMC on closing the progress gap indicates the need for personalised approaches, and the benefits of focusing on attendance and pastoral initiatives	3, 4
5* Attendance programme	Attendance has a direct causal relationship to achievement	3
Develop cultural capital through trips and extra-curricular activities	Motivation to succeed and awareness of soft skills can be lower in PP pupils	6
Scholars Programme	High prior attainment PP students are more likely to choose post-16 and post-18 courses below their level of achievement, and are less likely to progress to high tariff universities	6
Additional CEIAG support	High prior attainment PP students are more likely to choose post-16 and post-18 courses below their level of achievement, and are less likely to progress to high tariff universities	5, 6
Music Tuition	Learning to play a musical instrument can improve the development of speech and reading skills; it can improve a pupil's ability to sustain concentration for lengthy	6

	periods of time, and have a profound impact on working memory.	
The Bridge – in-school alternative provision unit	Persistent behaviour sanctions for students with SEMH can be counter-productive – small group nurturing approach with reintegration plan is more effective in extreme cases	4
The Pathway – in-school high needs unit	Blended part time programmes to support students with high SEND needs reintegrate can avoid persistent absenteeism escalating into school refusal	3

**Total budgeted cost:** £522,399

## 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 2022 to 2023 academic year.

<b>Achievement Measures</b>	<b>Pupil Premium</b>
Cohort	76
Average Total Attainment 8	35.07
Average Attainment 8 Grade	3.51
Average KS2 Prior Attainment	104.5
Students Entered for the EBacc	22.4%
Average Points Score for EBacc	2.88
% achieving the EBacc 9-4	13.2%
% achieving the EBacc 9-5	3.9%

<b>Achievement Measure</b>	<b>English and maths</b>	<b>English</b>	<b>Maths</b>	<b>2 or more sciences</b>
% achieving 9-7	1.3%	3.9%	9.2%	
% achieving 9-5	19.7%	31.6%	27.6%	31%
% achieving 9-4	35.5%	48.7%	43.4%	42.3%

<b>NGRT Reading Test</b>	<b>Year 7</b>	<b>Year 8</b>	<b>Year 9</b>
Average Standard Age Score (SAS) ALL	104	107.8	106.7
Average Standard Age Score (SAS) PP	98.8	102.8	101.4

<b>Behaviour Measures</b>	<b>Pupil Premium</b>
Cohort	424
% Fixed Term Exclusions	90%
% pupils with 1 or more FTE	85%
% pupils with 2 or more FTE	100%
% Permanent Exclusions	100%

<b>Attendance Measures</b>	<b>Pupil Premium</b>
Cohort	411

% Overall Absence	16.4%
% PA Absence	50.4%

## 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
SISRA Analytics	Juniper Education
SISRA Observe	Juniper Education
FFT Aspire	Family Fischer Trust
New Group Reading Test (NGRT)	GL Education
CAT4	GL Education
Brilliant Club	Brilliant Club
My GCSE Science	MyGCSE
Mathswatch	Mathswatch
Class Charts	TES
Provision Map	TES
MyTutor	MyTutor
GCSE Pod	GCSE Pod
Lexia	Lexia

## 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?	n/a
What was the impact of that spending on service pupil premium eligible pupils?	n/a