

Pupil premium strategy statement

This statement details our school's use of pupil premium 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 | Oldbury Academy |
| Number of pupils in school | 1336 |
| Proportion (%) of pupil premium eligible pupils | 48% |
| Academic year/years that our current pupil premium strategy plan covers | From Sept 2010 |
| Date this statement was published | September 2023 |
| Date on which it will be reviewed | July 2024 |
| Statement authorised by | Stuart Cresswell |
| Pupil premium lead | Patrick Dryburgh |
| Governor / Trustee lead | Mark White |

Funding overview

| Detail | Amount |
|---|----------|
| Pupil premium funding allocation this academic year | £700,695 |
| Recovery premium funding allocation this academic year | £285,321 |
| 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 | £986,016 |

Part A: Pupil premium strategy plan

Statement of intent

Approximately half of the students at Oldbury Academy are identified as being pupil premium, there are some large scale interventions and principles outlined below. At Oldbury Academy our main aim is to ensure we have strong teaching in all of our classrooms. We believe good teaching is the most important lever we have to improve outcomes for disadvantaged pupils.

At Oldbury Academy we use the EEF tiered approach to our pupil premium spend.

The EEF guidance suggests a 3-tiered* approach:

1 Teaching

At Oldbury Academy we are always looking to develop our teaching staff and we have a professional development programme which is followed by all of our staff. Continuing to develop our staff ensures we have an effective teacher in front of every class, and that every teacher is supported to keep improving, this is the key ingredient of a successful school and is our top priority for our pupil premium spending.

2 Targeted academic support

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching. At Oldbury Academy we use various targeted academic support to ensure those students who fall behind are intervened with at our earliest opportunity. At Oldbury Academy we also believe the use of homework can take the form of an intervention. The setting of homework is vital in developing independence and ensuring all pupils consolidate the learning which takes place in the classroom.

3 Wider strategies

Wider strategies relate to the most significant non-academic barriers to success in school, including attendance, behaviour and social and emotional support. At Oldbury Academy we want all of our pupils to be in school and we use our pupil premium spend to support us in ensuring our attendance can be as high as possible. We believe for a pupil to achieve their full potential they can only do this through attending school. We also believe that each pupil in the school should have the opportunity to learn in each of their classrooms and again we use our pupil premium spend to ensure the climate throughout the academy is one where all pupils can learn.

Finally, within our wider strategies we also ensure all of our pupils have the opportunity to attend extra-curricular and cultural capital opportunities. Our pupil premium spend is

used to financially support any pupil who for financial reason may not be able to access these opportunities. This ensures no pupil misses out due to their personal financial position whilst a pupil at the school.

Headline Figures

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|--|-------|-------|-------|-------|-------|
| Progress 8 Average score | -0.51 | -0.23 | -0.19 | -0.64 | -0.41 |
| Attainment 8 score average | 37.61 | 42.25 | 37.95 | 36.65 | 33.89 |
| % achieving 4-9 in English and Maths | 44.7% | 51.2% | 38.3% | 49.2% | 35.9% |
| % achieving Ebacc | 11.4% | 20% | 17.2% | 15.4% | 12.5% |

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | To improve the attendance of disadvantaged pupils which impacts positively upon outcome information. |
| 2 | To improve the outcomes of all students by ensuring the delivery of high quality teaching and learning. |
| 3 | Reduction in the number of pupil premium pupils who are excluded from school. |
| 4 | Reduction in the number of pupil premium pupils who are placed in the curriculum support centre. |
| 5 | Improve parental engagement at parent's evenings. |
| 6 | Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment. |
| 7 | Extra-curricular and cultural capital opportunities for disadvantaged pupils outside of the classroom. |
| 8 | Ensure pupil premium pupils are aware of the career paths and college options which are available to them. |

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>The progress students make who are pupil premium</p> | <p>Improved progress data for pupils who are identified as pupil premium in the following subjects: Geography, Health and Social Care, German, History, Catering, Religious Education, English Literature, English Language and Science Combined.</p> <p><u>Year 11</u></p> <table border="1" data-bbox="561 595 1310 1339"> <thead> <tr> <th>Subject PP</th> <th>2023/24 (DS1 P)</th> <th>2023/24 (DS2 P)</th> <th>2023/24 (DS3 P)</th> <th>2023/24 (Final)</th> </tr> </thead> <tbody> <tr> <td>Geography</td> <td>-0.18</td> <td>-1.06</td> <td></td> <td></td> </tr> <tr> <td>Health and Social Care</td> <td>-1.04</td> <td>-0.94</td> <td></td> <td></td> </tr> <tr> <td>German</td> <td>-0.95</td> <td>-0.85</td> <td></td> <td></td> </tr> <tr> <td>History</td> <td>0.14</td> <td>-0.02</td> <td></td> <td></td> </tr> <tr> <td>Catering</td> <td>-2.11</td> <td>-1.78</td> <td></td> <td></td> </tr> <tr> <td>Religious Education</td> <td>-0.36</td> <td>-1.05</td> <td></td> <td></td> </tr> <tr> <td>English Language</td> <td>-0.63</td> <td>-0.60</td> <td></td> <td></td> </tr> <tr> <td>English Literature</td> <td>-0.70</td> <td>-0.88</td> <td></td> <td></td> </tr> <tr> <td>Science Combined</td> <td>-0.21</td> <td>0.02</td> <td></td> <td></td> </tr> </tbody> </table> | Subject PP | 2023/24 (DS1 P) | 2023/24 (DS2 P) | 2023/24 (DS3 P) | 2023/24 (Final) | Geography | -0.18 | -1.06 | | | Health and Social Care | -1.04 | -0.94 | | | German | -0.95 | -0.85 | | | History | 0.14 | -0.02 | | | Catering | -2.11 | -1.78 | | | Religious Education | -0.36 | -1.05 | | | English Language | -0.63 | -0.60 | | | English Literature | -0.70 | -0.88 | | | Science Combined | -0.21 | 0.02 | | |
| Subject PP | 2023/24 (DS1 P) | 2023/24 (DS2 P) | 2023/24 (DS3 P) | 2023/24 (Final) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography | -0.18 | -1.06 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Health and Social Care | -1.04 | -0.94 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| German | -0.95 | -0.85 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| History | 0.14 | -0.02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Catering | -2.11 | -1.78 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Religious Education | -0.36 | -1.05 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Language | -0.63 | -0.60 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| English Literature | -0.70 | -0.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Science Combined | -0.21 | 0.02 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The progress students make who are pupil premium and who are SEN</p> | <p>Improved progress data for pupils who are identified as pupil premium and who are SEND in the following subjects: Physics, Biology, Chemistry, Geography, German, ICT Btec, English Language, English Literature, Health and Social Care and Mathematics.</p> <p><u>Year 11</u></p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>The progress students make who are pupil premium and who are SEND</p> | <table border="1" data-bbox="561 1648 1310 2092"> <thead> <tr> <th>Subject SEND</th> <th>2023/24 (DS1 P)</th> <th>2023/24 (DS2 P)</th> <th>2023/24 (DS3 P)</th> <th>2023/24 (Final)</th> </tr> </thead> <tbody> <tr> <td>Physics</td> <td>-1.19</td> <td>-1.52</td> <td></td> <td></td> </tr> <tr> <td>Biology</td> <td>-0.88</td> <td>-0.88</td> <td></td> <td></td> </tr> <tr> <td>Chemistry</td> <td>-0.79</td> <td>-0.79</td> <td></td> <td></td> </tr> <tr> <td>Geography</td> <td>-0.58</td> <td>-2.42</td> <td></td> <td></td> </tr> <tr> <td>German</td> <td>-0.91</td> <td>-0.91</td> <td></td> <td></td> </tr> </tbody> </table> | Subject SEND | 2023/24 (DS1 P) | 2023/24 (DS2 P) | 2023/24 (DS3 P) | 2023/24 (Final) | Physics | -1.19 | -1.52 | | | Biology | -0.88 | -0.88 | | | Chemistry | -0.79 | -0.79 | | | Geography | -0.58 | -2.42 | | | German | -0.91 | -0.91 | | | | | | | | | | | | | | | | | | | | | | |
| Subject SEND | 2023/24 (DS1 P) | 2023/24 (DS2 P) | 2023/24 (DS3 P) | 2023/24 (Final) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Physics | -1.19 | -1.52 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Biology | -0.88 | -0.88 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Chemistry | -0.79 | -0.79 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Geography | -0.58 | -2.42 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| German | -0.91 | -0.91 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

The progress of students who are pupil premium higher prior attaining students in the following subjects:

| | | | | |
|------------------------|-------|-------|--|--|
| ICT Btec | -1.11 | -0.20 | | |
| English Language | -1.32 | -1.52 | | |
| English Literature | -1.39 | -1.71 | | |
| Health and Social Care | -2.62 | -2.17 | | |
| Mathematics | -1.10 | -1.07 | | |

Improve progress data for pupils who are identified as pupil premium and who are high attaining upon entry in the following subjects: German, Catering, Computer Science, Religious Studies, Geography, Music BTEC, History, Physics, English Language, English Literature, Chemistry, Biology and Science (combined)

Year 11

| Subject High Ability | 2023/24 (DS1 P) | 2023/24 (DS2 P) | 2023/24 (DS3 P) | 2023/24 (Final) |
|----------------------|-----------------|-----------------|-----------------|-----------------|
| German | -1.52 | -1.59 | | |
| Catering | -6.29 | -6.29 | | |
| Computer Science | 0.45 | -1.68 | | |
| Religious Studies | -0.04 | -1.13 | | |
| Geography | -0.03 | -2.42 | | |
| Music BTEC | -1.82 | | | |
| History | 0.39 | -0.43 | | |
| Physics | 0.58 | 0.61 | | |
| English Language | -0.31 | -1.16 | | |
| English Literature | -0.39 | -1.41 | | |
| Chemistry | 0.52 | 0.24 | | |
| Biology | 0.79 | 0.75 | | |
| Science (combined) | -0.07 | -0.99 | | |

Reduction in the number of pupil premium pupils who are excluded from school

| Year | Number of disadvantaged pupils excluded from school (2022/23) | Number of disadvantaged pupils excluded from school (Term 1) | Number of disadvantaged pupils excluded from school (Term 2) | Number of disadvantaged pupils excluded from school (Term 3) |
|------|---|--|--|--|
| 7 | | 18 | 18 | |
| 8 | 90 | 53 | 30 | |
| 9 | 21 | 9 | 16 | |
| 10 | 52 | 60 | 54 | |
| 11 | 31 | 20 | 45 | |

Reduction in the number of pupil premium pupils who are placed in the curriculum support centre

| Year | Number of disadvantaged pupils placed in the CSC (2022/23) | Number of disadvantaged pupils placed in the CSC (Term 1) | Number of disadvantaged pupils placed in the CSC (Term 2) | Number of disadvantaged pupils placed in the CSC (Term 3) |
|------|--|---|---|---|
| 7 | | 39 | 75 | |
| 8 | 172 | 102 | 75 | |
| 9 | 81 | 46 | 57 | |
| 10 | 163 | 91 | 61 | |
| 11 | 134 | 74 | 60 | |

Our pupils join us with reading and writing skills that are well below national average.

Poor literacy skills of our pupils hinders their progress and attainment.

| Year | Number of disadvantaged pupils on/above their chronological reading age (Term 1) | Number of disadvantaged pupils on/above their chronological reading age (Term 2) |
|------|--|--|
| 7 | 31 | 44 |
| 8 | 21 | 35 |
| 9 | 29 | 36 |
| 10 | 23 | 31 |

Improve parental engagement at parents evenings

| Year | Number of disadvantaged pupils whose parents engaged with parents evening (2023/24) |
|------|---|
| 7 | |
| 8 | |
| 9 | 60 |
| 10 | 64 |
| 11 | 57 |

Extra-curricular and cultural capital opportunities for disadvantaged students outside of the classroom

Increased attendance rates at extra-curricular clubs, trips, visits and enrichment opportunities.

Increased attendance rates at session 5 subjects.

Our extra-curricular and session 5 programme on offer to the students of the school can be found at the back of this strategy.

Registers to monitor the attendance to our extra-curricular and session 5 programme are collated electronically.

Ensure pupil premium pupils are aware of the career paths and college options which are available to them.

Each KS4 pupil premium child receives a careers interview over the academic year

| Form | Number of disadvantaged students | Careers interviews (Term 1) | Careers interviews (Term 2) | Careers interviews (Term 3) |
|------|----------------------------------|-----------------------------|-----------------------------|-----------------------------|
| 10A | 15 | 0 | 0 | |
| 10B | 15 | 0 | 0 | |
| 10C | 13 | 0 | 0 | |
| 10D | 14 | 0 | 0 | |
| 10E | 14 | 0 | 0 | |
| 10F | 11 | 0 | 0 | |
| 10G | 12 | 0 | 0 | |
| 10H | 9 | 0 | 0 | |
| 10I | 14 | 0 | 0 | |
| 10J | 10 | 0 | 0 | |

| Form | Number of disadvantaged students | Careers interviews (Term 1) | Careers interviews (Term 2) | Careers interviews (Term 3) |
|------|----------------------------------|-----------------------------|-----------------------------|-----------------------------|
| 11A | 12 | 12 | 12 | |
| 11B | 11 | 11 | 11 | |
| 11C | 10 | 9 | 10 | |
| 11D | 16 | 5 | 16 | |
| 11E | 14 | 14 | 14 | |
| 11F | 13 | 13 | 13 | |

| | | | | |
|-----|----|----|----|--|
| 11G | 11 | 11 | 11 | |
| 11H | 17 | 14 | 17 | |
| 11I | 10 | 7 | 10 | |
| 11J | 12 | 0 | 12 | |
| 11K | 13 | 11 | 13 | |

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

Budgeted cost: £322,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| A high quality professional development programme to ensure all teaching staff deliver quality first teaching in the classroom to ensure engagement and progress of ALL students | In order to diminish the difference for our disadvantaged pupils we are working on delivering quality first teaching and equity between ALL – Strategies sit within our teacher expectations. | 2, 6 |
| Ensuring the retention of key members of teaching staff to ensure Quality First Teaching | What happens in the classroom makes the biggest difference: improving teaching quality generally leads to greater improvements at lower cost than structural changes. There is particularly good evidence around the potential impact of teacher professional development; but the supply of high quality training is limited – EEF ‘Closing the gap: Key lessons in the EEF’s first 6 years’ | 2, 6 |
| Quality first teaching: Lead Practitioners deployed to teach classes that have a high number of disadvantaged pupils | “Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium. While the Pupil Premium is provided as a different grant from core funding, this financial split shouldn’t create an artificial separation from whole class teaching.” EEF PP Guidance 2019 | 2, 6 |
| All students to receive regular homework in line with the school policy Weekly homework reports will be produced to monitor the amount of homework being set. | Research from Education Endowment Foundation (EEF) shows that secondary homework is one of the most effective ways to improve progress and is cost effective | 2, 6 |
| Whole school marking policy with pupils engaging in feedback | Research reviewed in the Teaching and Learning Toolkit suggests that the provision of high-quality feedback can lead to an average of eight additional | 2, 6 |

| | | |
|--|---|--|
| through DIRT time and the use of a green pen | months' progress over the course of a year. This ensures that students receive consistently high levels of teacher feedback and have the opportunity to respond in dedicated improvement time (DIRT). | |
|--|---|--|

Targeted academic support

Budgeted cost: £328,016

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Coordinated session 5 timetable for pupils in year 11 | The evidence indicates that, on average, students make two additional months' progress per year from extended school time or the targeted use of before and after school programmes. There is some evidence that pupil premium pupils benefit disproportionately, making approximately two and a half months' additional progress. After school targeted intervention that support and encourage children academically while providing a stimulating environment and activities that are more likely to have an impact on attainment | 2 |
| Academic coaches used in humanities, English and mathematics to work with identified disadvantaged pupils in and outside of the classroom. | Targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment. Some whole class and whole-school interventions have shown promise but may take longer to show results – Further to guidance on making tutoring most effective (by EEF (Robbie Coleman) and Marc Rowland), ensure that coaches to form positive relationships with students and supplement what is being taught in the curriculum. | 2 |

| | | |
|--|--|------|
| <p>Aspirational targeting for disadvantaged students from entry in Year 7</p> <p>Disadvantaged pupils KS2 scores are reviewed and are uplifted using the RADY principles. This ensures aspirational targets are set.</p> | <p>These aspirational targets create a higher expectation from staff and the students themselves during their time at Oldbury Academy. To also support the aspirational targets given on entry to the school a disadvantaged pupil at Oldbury Academy do not move down set unless agreed with DHT/AHT outcomes.</p> <p>Raising the Attainment of Disadvantaged Youngsters – Summary Report to the School Improvement Team, Summer 2013.</p> | 2 |
| <p>Addressing: Low levels of Literacy and Numeracy</p> | <p><u>Literacy coordinator</u> role in place and embedded to lead on reading and literacy specific strategies, as well as raising the profile of literacy and reading across the curriculum. “Literacy is key to learning across all subjects in secondary school and a strong predictor of outcomes in later life.” EEF KS3/4 Literacy Guidance</p> <p><u>Numeracy coordinator</u> role in place and embedded to lead on numeracy specific strategies, as well as raising the profile across the academy.</p> | 6 |
| <p>Birmingham University higher ability programme to raise aspirations</p> | <p>This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential.</p> | 2, 8 |

Wider strategies

Budgeted cost: £336,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| <p>BookBuzz, Accelerated readers and Bedrock learning have been purchased to support pupils with additional reading materials</p> | <p>Reading should be social and books read for pleasure not just study. The programmes we use provide our students with lots of texts to support improvement in literacy and are at no cost to our pupils. Specifically targeted to years 7 – 9 pupils.</p> | 6 |

| | | |
|---|--|------|
| Increasing participation at enrichment clubs amongst disadvantaged pupils | Support pupils with opportunities and facilities they might not have outside of school. Extra-curricular programme available to the pupils is given at the end of this strategy. | 1 |
| Support disadvantaged students with academic and enrichment support and opportunities | This will allow us to remove the glass ceiling and aspire all pupils to achieve beyond their potential. | 2, 8 |
| Additional resources provided to pupil premium pupils in preparation for exams. | Removing barriers to learning and family engagement have been highlighted by EEF as key drivers in the progress of pupil premium pupils. | 2 |
| Careers interview for all pupil premium pupils in KS4 | To ensure that pupil premium pupils remain in education, employment, or training post-16. | 8 |
| College and careers information provided to KS3 pupil premium students through Aim Higher | To support the government's objectives of doubling the proportion of disadvantaged young people entering higher education by 2020. Improve the Progress 8 and Attainment 8 outcomes of pupil premium pupils through raising their aspirations. | 2, 8 |
| Improving attendance of disadvantaged pupils Year teams and the attendance teams to monitor all students and follow up quickly on truancies and attendance. First hour of the day response and follow up. Letters about attendance to families/carers. Attendance team to visit all PA at home to discuss attendance with families/carers and explore barriers. | National Foundation for Educational Research briefing for school leaders identifies addressing attendance as a key step. | 1 |

Total budgeted cost: £986,016

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.

Section 1 - High quality teaching and learning which results in an improvement of the outcomes achieved by pupil premium students.

| | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|--|-------|-------|-------|-------|-------|
| Progress 8 Average score | -0.51 | -0.23 | -0.19 | -0.64 | -0.41 |
| Attainment 8 score average | 37.61 | 42.25 | 37.95 | 36.65 | 33.89 |
| % achieving 4-9 in English and Maths | 44.7% | 51.2% | 38.3% | 49.2% | 35.9% |
| % achieving Ebacc | 11.4% | 20% | 17.2% | 15.4% | 12.5% |

| Pupil Premium | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|------------------|-------|-------|-------|-------|-------|
| Overall | -0.51 | -0.23 | -0.19 | -0.64 | -0.41 |
| English | -0.82 | -0.48 | -0.65 | -0.55 | -0.50 |
| Maths | -0.36 | -0.23 | 0.03 | -0.35 | -0.23 |
| Ebacc | -0.73 | -0.47 | -0.42 | -0.77 | -0.63 |
| Open | -0.22 | 0.13 | 0.20 | -0.13 | -0.04 |

Section 2 - Improved progress data for pupils who are identified as pupil premium and who are SEN.

| SEN Pupil Premium | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|----------------------|-------|-------|-------|-------|-------|
| Overall | -1.49 | -0.75 | -0.70 | -1.03 | -0.74 |
| English | -1.42 | -0.88 | -1.06 | -0.96 | -0.89 |
| Maths | -1.28 | -0.76 | -0.63 | -0.77 | -0.91 |

| | | | | | |
|-------|-------|-------|-------|-------|-------|
| Ebacc | -1.73 | -1.02 | -1.07 | -1.39 | -0.89 |
| Open | -1.74 | -0.47 | -0.13 | -0.91 | -0.49 |

Section 3 - Improve progress data for pupils who are identified as pupil premium and who are high attaining upon entry.

| HA Pupil Premium | 18-19 | 19-20 | 20-21 | 21-22 | 22-23 |
|------------------|-------|-------|-------|-------|-------|
| Overall | -0.61 | -0.05 | 0.07 | -0.81 | 0.09 |
| English | -1.11 | -0.02 | -0.72 | -0.85 | 0 |
| Maths | -0.24 | -0.39 | 0.70 | -0.29 | 0.09 |
| Ebacc | -0.65 | -0.22 | 0.13 | -1.12 | -0.64 |
| Open | -0.65 | 0.33 | 0.13 | -0.84 | 0.16 |

Our pupils join us with reading and writing skills that are well below national average. Poor literacy skills of our pupils hinders their progress and attainment.

| Year | % of pupils who improved their reading age information | % of pp pupils who improved their reading age information | % of pupils who improved their reading age information |
|------|--|---|--|
| 7 | 64% | 57% | 70% |
| 8 | 54% | 47% | 61% |
| 9 | 59% | 58% | 58% |
| 10 | 44% | 41% | 46% |

Academic coaches used in mathematics to work with identified disadvantaged pupils in and outside of the classroom.

ACES Summary Overall 2022-2023

| Subject | Date ACES Support Started | Number of Year 11 PP Pupils Supported | Pupil Premium Pupils making progress DS1 to GCSE | % Pupil Premium Progress |
|-----------|---------------------------|---------------------------------------|--|--------------------------|
| Maths | September 2022 | 25 | 23 | 92% |
| Geography | End of November 2022 | 6 | 3 | 50% |
| History | January 2023 | 9 | 3 | 33% |
| Science | January 2023 | 10 | 6 | 60% |
| English | January 2023 | 10 | 5 | 50% |
| Total | | 60 | 40 | 67% |

Coaches also supported pupils in Year 10

ACES Pupil Premium Support by Subject

| AK: Maths | class | Support | EOY DS3 | DS1 | DS2 | GCSE Grade | Progress DS1 to GCSE |
|-----------|-------|----------------------|---------|-----|-----|------------|----------------------|
| Pupil 1 | 11b4 | PE extract | 2+ | 3- | 2- | 3 | Y |
| Pupil 2 | 11b2 | S5 + PE extract | 3= | 3+ | 3+ | 4 | Y |
| Pupil 3 | 11c2 | extract twice weekly | 1= | 2- | 2- | 2 | Y |
| Pupil 4 | 11c2 | extract twice weekly | 1- | 1- | 1= | 1 | Y |
| Pupil 5 | 11c2 | extract twice weekly | 1= | 1= | 2= | 2 | Y |
| Pupil 6 | 11c2 | extract twice weekly | 1= | 0+ | 0+ | 1 | Y |
| Pupil 7 | 11b1 | PE Intervention | n/a | 4+ | 6= | 6 | Y |
| Pupil 8 | 11b1 | PE Intervention | n/a | 4= | 6+ | 6 | Y |
| Pupil 9 | 11b1 | PE Intervention | n/a | 4- | 5- | 5 | Y |
| Pupil 10 | 11b3 | PE Intervention | 2= | 3- | 3- | 3 | Y |
| Pupil 11 | 11b4 | PE Intervention | 2= | 3- | 2+ | 3 | Y |
| Pupil 12 | 11a | PE Intervention | 3= | 4- | 4+ | 4 | Y |
| Pupil 13 | 11a | PE Intervention | 3= | 4- | 4= | 4 | Y |
| Pupil 14 | 11a | PE Intervention | 4- | 4- | 5- | 4 | Y |
| Pupil 15 | 11a | PE Intervention | 4- | 4+ | 4+ | 4 | |
| Pupil 16 | 11a | PE Intervention | 3- | 3= | 4- | 4 | Y |
| Pupil 17 | 11a | PE Intervention | 4- | 5= | 6- | 5 | |
| Pupil 18 | 11a | PE Intervention | 4- | 3- | 3+ | 3 | Y |
| Pupil 19 | 11a | PE Intervention | 4- | 4= | 6- | 5 | Y |
| Pupil 20 | 11a | PE Intervention | 4= | 4+ | 6- | 6 | Y |
| Pupil 21 | 11a | PE Intervention | 4= | 4- | 6= | 5 | Y |
| Pupil 22 | 11a | PE Intervention | 4= | 5- | 7- | 7 | Y |
| Pupil 23 | 11a | PE Intervention | 4- | 3+ | 4= | 4 | Y |
| Pupil 24 | 11a | PE Intervention | 4= | 4- | 6- | 5 | Y |
| Pupil 25 | 11a | PE Intervention | 4= | 4+ | 5+ | 5 | Y |

| SS: Geography | Class | Support | EOY DS3 | DS1 (SISRA) | Raw score DS1 | DS2 | Raw score DS2 | GCSE Grade | Progress DS1 to GCSE |
|---------------|---------|--------------------------------|---------|-------------|---------------|-----|---------------|------------|----------------------|
| Pupil 26 | 11F/Gg1 | Extraction (Twice weekly) + S5 | 2- | U | 6 | 1+ | 27 | 1 | Y |
| Pupil 27 | 11E/Gg1 | Extraction (twice weekly) | 2= | 3- | 28 | 2= | 43 | 2 | |
| Pupil 28 | 11E/Gg1 | Extraction (twice weekly) + S5 | 2- | 2+ | 25 | 3- | 49 | 1 | |
| Pupil 29 | 11E/Gg1 | Extraction (twice weekly) | 2+ | 2+ | 25 | 2+ | 45 | 2 | |
| Pupil 30 | 11E/Gg1 | Extraction (twice weekly) + S5 | 2+ | 3- | 28 | 2+ | 43 | 3 | Y |
| Pupil 31 | 11G/Gg1 | Extraction + S5 | 1- | 1+ | 16 | 1= | | 2 | Y |

| GW History | Class | Support | EOY DS3 | DS1 SISRA | Raw Score DS1 SIMS | DS2 SIMS | Raw Score DS2 | GCSE Grade | Progress DS1 to GCSE |
|------------|---------|-------------------------------|---------|-----------|--------------------|----------|---------------|------------|----------------------|
| Pupil 32 | 11D/Hi1 | Extraction (Twice Weekly) | 2+ | 1+ | 14 | 1- | 13 | 1 | |
| Pupil 33 | 11D/Hi2 | Extraction (Twice Weekly) | 4- | 3- | X | 1- | X | 3 | Y |
| Pupil 34 | 11D/Hi2 | Extraction (Twice Weekly) | 1= | 0+ | 5 | 0= | 6 | 1 | Y |
| Pupil 35 | 11D/Hi3 | Extraction (Twice Weekly) | 2- | 1= | 9 | 1- | 11 | 1 | |
| Pupil 36 | 11E/Hi2 | In-Class Intervention S0 & S5 | 4- | 4- | 36 | 3= | 63 | 3 | |
| Pupil 37 | 11E/Hi2 | Extraction (Twice Weekly) | 3+ | 2= | 21 | 0- | 6 | 1 | |
| Pupil 38 | 11E/Hi2 | Extraction (Twice Weekly) | 2- | 1= | 13 | 1- | 14 | 1 | |
| Pupil 39 | 11E/Hi2 | Extraction (Twice Weekly) | 2+ | X | X | 1- | 14 | U | |
| Pupil 40 | 11F/Hi2 | S0; In-Class Intervention | 2+ | 2+ | 24 | 2- | 33 | 3 | Y |

| RJ: Science | class | Support | EOY DS3 | DS1 | DS2 | GCSE Grade | Progress DS1 to GCSE |
|-------------|-------|------------|---------|------|-----|----------------------------|----------------------|
| Pupil 41 | 11b3 | EXTRACTION | 3,2 | 3,3 | 3,3 | 4,4 | Y |
| Pupil 42 | 11c1 | EXTRACTION | 3,3 | 3,2- | 3,2 | 3,2 | Y |
| Pupil 43 | 11c1 | EXTRACTION | 2-1+ | 3,2 | 3,2 | 3,2 | |
| Pupil 44 | 11c1 | EXTRACTION | 5,4 | 4,3- | 3,3 | 3,3 | |
| Pupil 45 | 11c1 | EXTRACTION | 3,3 | 3,2- | 3,3 | 3,3 | Y |
| Pupil 46 | 11a3 | EXTRACTION | 5,3 | 4,4 | 4,4 | 4,4 | |
| Pupil 47 | 11a3 | EXTRACTION | 4,4 | 5,4 | 5,5 | removed as on higher paper | |
| Pupil 48 | 11a3 | EXTRACTION | 6,6 | 0+ | 4,3 | 4,3 | Y |
| Pupil 49 | 11a2 | EXTRACTION | 4,4 | 2,2 | 3,3 | 4,3 | Y |
| Pupil 50 | 11b2 | EXTRACTION | 2,1 | 2,2 | 3,2 | 3,3 | Y |

| MA: English | class | Support | DS1 | SISRA/DS2 | GCSE Grade | Progress DS1 to GCSE |
|-------------|---------------|---------------------------------------|-------|-----------|------------|----------------------|
| Pupil 51 | 11aE14 | In class | 3= | 3= | 3 | |
| Pupil 52 | 11aE14 | In class | 3= | 4- | 4 | Y |
| Pupil 53 | 11cEn2/11cE12 | extract Lit, Lang | 2+/2+ | 1=, 2+ | 1, 2 | |
| Pupil 54 | 11cEn2/11cE12 | extract Lit, Lang | 3-/2- | 2=, 2+ | 2, 3 | some |
| Pupil 55 | 11bE13 | extract twice weekly | 2+ | 2= | 2 | |
| Pupil 56 | 11bE13 | extract twice weekly | 3= | 3+ | 3 | |
| Pupil 57 | 11bE13 | extract twice weekly/S5 (Thurs) | 2+ | 3= | 3 | Y |
| Pupil 58 | 11bE13 | extract twice weekly | 2= | 2+ | 2 | |
| Pupil 59 | 11bE13 | extract twice weekly/S5 (Mon and Fri) | 2+ | 2= | 3 | Y |
| Pupil 60 | 11bE13 | extract twice weekly | 2- | 2- | 2 | Y |

Attendance Impact Upon Outcomes

Year 11 - All Students

| | <u>100-98%</u> | <u>100-95%</u> | <u>100-92%</u> | <u>100-90%</u> | <u>100%-85%</u> | <u>Below 85%</u> |
|---------|----------------|----------------|----------------|----------------|-----------------|------------------|
| Overall | 0.90 | 0.73 | 0.47 | 0.47 | 0.40 | -1.68 |
| English | 0.70 | 0.61 | 0.28 | 0.32 | 0.26 | -1.92 |
| Maths | 1.01 | 0.80 | 0.61 | 0.59 | 0.48 | -1.42 |
| Ebacc | 0.80 | 0.53 | 0.22 | 0.20 | 0.12 | -1.79 |
| Open | 1.07 | 0.97 | 0.74 | 0.74 | 0.71 | -1.57 |

Year 11 - PP Students

| | <u>100-98%</u> | <u>100-95%</u> | <u>100-92%</u> | <u>100-90%</u> | <u>100%-85%</u> | <u>Below 85%</u> |
|---------|----------------|----------------|----------------|----------------|-----------------|------------------|
| Overall | 0.78 | 0.52 | 0.36 | 0.32 | 0.27 | -1.55 |
| English | 0.78 | 0.41 | 0.23 | 0.22 | 0.13 | -1.82 |
| Maths | 0.56 | 0.66 | 0.48 | 0.44 | 0.36 | -1.48 |
| Ebacc | 0.55 | 0.15 | -0.02 | -0.07 | -0.11 | -1.69 |
| Open | 1.15 | 0.88 | 0.74 | 0.70 | 0.68 | -1.52 |

Persistent Absence of Pupil Premium Pupils

| Year | Number of disadvantaged pupils identified as PA (2018/19) | Number of disadvantaged pupils identified as PA (2019/20) | Number of disadvantaged pupils identified as PA (2020/21) | Number of disadvantaged pupils identified as PA (2021/22) | Number of disadvantaged pupils identified as PA (2022/23) |
|------|---|---|---|---|---|
| 7 | 36 | 42 | 66 | 46 | 42 |
| 8 | 35 | 43 | 82 | 49 | 38 |
| 9 | 37 | 33 | 63 | 79 | 76 |
| 10 | 32 | 43 | 62 | 64 | 72 |
| 11 | 26 | 25 | 126 | 53 | 62 |

Behaviour Data of Pupil Premium Pupils

| Year | Number of disadvantaged pupils fix term excluded (2018/19) | Number of disadvantaged pupils fix term excluded (2019/20) | Number of disadvantaged pupils fix term excluded (2020/21) | Number of disadvantaged pupils fix term excluded (2021/22) | Number of disadvantaged pupils fix term excluded (2022/23) |
|--------------|--|--|--|--|--|
| 7 | 16 | 0 | 0 | 12 | 90 |
| 8 | 40 | 0 | 7 | 17 | 21 |
| 9 | 5 | 1 | 11 | 19 | 52 |
| 10 | 8 | 1 | 2 | 20 | 31 |
| 11 | 14 | 6 | 0 | 12 | 55 |
| TOTAL | 83 | 8 | 20 | 80 | 194 |

| Year | Number of disadvantaged pupils placed in the CSC (2018/19) | Number of disadvantaged pupils placed in the CSC (2019/20) | Number of disadvantaged pupils placed in the CSC (2020/21) | Number of disadvantaged pupils placed in the CSC (2021/22) | Number of disadvantaged pupils placed in the CSC (2022/23) |
|------|--|--|--|--|--|
| 7 | 35 | 0 | 0 | 108 | 172 |
| 8 | 36 | 0 | 64 | 135 | 81 |
| 9 | 33 | 34 | 58 | 188 | 163 |
| 10 | 32 | 45 | 41 | 126 | 134 |
| 11 | 24 | 44 | 23 | 54 | 74 |

Session 5 Programme 2023-24

| Monday | Tuesday | Wednesday | Thursday | Friday |
|--------------|---------|----------------------------|----------|---------|
| Humanities * | Maths | German/Art/ Catering ** | English | Science |

Extra-Curricular Programme 2023-24

Monday

| Club | Staff Lead | Year Group(s) | Room | Time |
|-------------------|--------------------------------|---------------|-------------|-----------|
| Netball | Miss Thiara and Miss Beardmore | ALL | MUGA | 3-4.15 |
| Basketball | Mr Hanney | 7, 8, 9 | Sports Hall | 3-4.15 |
| Maths Circle club | C.Brown | 7,8,9 | M423 | 3-4 |
| ART ks3 | L WARDLE-JO PITTAM | 7,8,9 | E227 E231 | 3.15-4.15 |
| ART KS4 | L WARDLE-JO PITTAM | 10,11 | E227 E231 | 3.15-4.30 |
| Homework Club | K Goodhall and J Doherty | All | SEND hub | 3-4 |
| Music Club | L Whittingham | All | E406 | 3-4 |
| KS3 Book Club | S Harvey | Y7, 8, 9 | B187 | 1.15-1.45 |

Tuesday

| Club | Staff Lead | Year Group(s) | Room | Time |
|----------------------|-----------------------|---------------|----------|----------|
| Weightlifting | Mr Hayer & Miss Boden | ALL | Gym | 3-4.15 |
| Homework Club | S Harbutt D Taylor | All | SEND hub | 3-4 |
| KS4 Book Club | S Pugh | Y10 & 11 | C201 | 12-12.30 |
| Dungeons and Dragons | C.Bodycote | ALL | Library | 3-4 |

Wednesday

| Club | Staff Lead | Year Group(s) | Room | Time |
|----------------|---------------------------------------|---------------|---------------------|--------|
| Boys Football | Mr Brooks, Mr Houlders & Mr Bullimore | ALL | Field | 3-4.15 |
| Girls Football | Miss Beardmore | ALL | MUGA | 3-4.15 |
| Drama club | Mrs Sawbridge | All | E236 - Drama studio | 3-4pm |
| Homework Club | J Doherty K Goodhall | All | SEND hub | 3-4 |
| | C.Bodycote | ALL | Library | 3-4 |
| Coding Club | P.Fryer | KS4 | B175 | 3-4 |

Thursday

| Club | Staff Lead | Year Group(s) | Room | Time |
|-----------------------|-----------------------|----------------------|--------------|-------------|
| Cricket | Miss Ellis | ALL | Sports Hall | 3-4.15 |
| Weighlifting | Mr Hayer & Miss Boden | ALL | Gym | 3-4.15 |
| Homework Club | A Havelin M Moran | All | SEND hub | 3-4 |
| Games Club | C.Bodycote | ALL | Library | 3-4 |
| Music Club | L Whittingham | All | E405 | 3-4 |
| BTEC Drama rehearsals | Mrs Sawwbridge | Year 10 | Drama studio | |

Friday

| Club | Staff Lead | Year Group(s) | Room | Time |
|-------------|-------------------|----------------------|-------------|---------------|
| Basketball | Mr Bullimore | 10, 11 | Sports Hall | 3-4.15 |
| French | Miss Wilkinson | All | N4 | 15:00 - 16:00 |
| Quiz Night | Miss Bodycote | All | Library | 3-4 |