

Longfield Academy Pupil Premium and Recovery Premium Statement – 2023 – 2026

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Longfield Academy
Number of pupils in school	793
Proportion (%) of pupil premium eligible pupils	32.4%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	December 2023
Date on which it will be reviewed	September 2024
Statement authorised by	A Sweeten Head Teacher
Pupil premium lead	A Sweeten Head Teacher
Governor / Trustee lead	Lisa Morehead

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 276,290
Recovery premium funding allocation this academic year	£ 75,624
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	£351,914

Part A: Pupil premium strategy plan

Statement of intent

Currently 32.4% of our cohort are classified as Pupil Premium (PP). 31.8% currently receive free school meals. Our intention is that all pupils irrespective of their background or any barriers to learning they may face, should make excellent progress and achieve high attainment across the curriculum.

The aim of our pupil premium strategy is to support every disadvantaged child to secure their future life chances and to support that goal. Our vision ensures that we put our children at the centre of every decision we make, and we are committed to supporting challenges faced by children whatever their vulnerability and regardless of the length of that vulnerability.

These vulnerabilities have been exacerbated further by the effect of COVID and the gap has widened further. Our strategies are integral to the wider school plans of education recovery.

Taking all these factors into consideration, it is an imperative that this strategy explores ways to raise aspiration, address any issues of low expectation and ensure the outcomes of all students enable them to compete in the workplace. The activities we have outlined in this statement are, therefore, intended to support all our children, regardless of whether they currently fall into the category of 'pupil premium'. However, the strategy will be tracked closely to ensure that all disadvantaged pupils gain from any additional funding available.

Our key focus is the quality of the education we can provide. Investment is essential in supporting effective implementation to ensure teachers and support staff are supporting their pupil premium learners.

Strong outcomes in maths and English are essential to ensuring the future life chances of all students. Our strategy places a greater emphasis on early identification of common and individual need and timely and specific intervention. Impact will be measured through a variety of diagnostic means.

To ensure all our approaches complement each other for maximum impact and effectiveness we will:

- Screen all year groups for literacy and, in time, numeracy difficulties and implement a rigorous support programme at wave 1, 2 and 3.
- Explore additional leadership and teaching capacity to core departments, in particular science.
- Employ English and maths tutors and manage our own programme of support to enable greater flexibility for those students who require it.

- Actively promote a whole Academy approach to Quality First Teaching around the evidence-based strategy of 'brain-based learning'; in which all staff take responsibility for disadvantaged pupils' outcomes, ensure pace and challenge in every lesson and raise expectations for all.
- Work positively with external agencies to support specific needs.
- Invest in a pastoral support team that is able to support and challenge poor attendance; address all barrier to learning and link pastoral support with academic; and ensure positive attitudes to learning through the consistent implementation of the behaviour policy.
- Raise aspiration and expectation through a rigorous CEIAG programme including a whole Academy focus on Personal Development

We have used data to inform the effectiveness of previous provision but not relied entirely upon it (as the research guides) to plan revised strategies that can support us to meet our overall objectives. Student voice and other stakeholder views, including external professionals may also be used to evaluate the effectiveness of our strategies.

This is the 3-year plan:

A. Improve the quality of teaching (QFT) throughout the Academy for all students through the implementation of the 'brain-based learning' strategy - for disadvantaged students to make at least the same rate of progress as their non-disadvantaged peers.

B. Ensure that disadvantaged students develop a consistently positive and resilient attitude to learning and access the wider curriculum – this will be reflected in NEET (Not in Education, Employment or Training) figures and involvement in all Personal Development /enrichment and Careers Education, Information Advice and Guidance activities.

C. Improve the literacy and numeracy skills of all students. The reading ages of disadvantaged student will improve so that they are at least at age related expectation. Improve mathematical performance for all with a focus on PP for support. The cyber incident that occurred from December 2022 until March 2023 impacted in progress in this area last academic year. This will be a significant focus to retest and track progress from September 2023 onwards.

D. Support issues with non- attendance, poor attitudes to behaviour and exclusion figures for disadvantaged students are in line with those of their non-disadvantaged peers.

E. The 3-tier model has been adopted, with each strategy falling under one of these categories.

- high-quality teaching
- targeted academic support

- wider strategies

Challenges

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

Challenge number	Detail of challenge
1	<p>The Quality of Education was graded as Requires Improvement in April 2022. Despite improvements in curriculum intent, implementation is the main focus on improvement.</p> <p>Internal quality assurance of subject implementation currently indicates that teacher's development, consolidation and deepening of students' knowledge, understanding and skills, is not consistent across all departments.</p> <p>SEN/D wave 1 Quality First Teaching requires development in all subject areas and is a key priority for 2023/24. Brain Based Learning is our priority for driving this agenda 23/24. The challenge is how quickly we can train staff, monitor and embed the strategy.</p>
2	<p>Gaps in knowledge have also widened due to the pandemic. GCSE outcomes in 2023 demonstrate some improvements from 2022 and 2019. P8 score 2023 was -0.09 against -0.11 in 2019 & 2022. Longfield Academy is rated 2nd for progress out of the 8 schools in Darlington.</p> <p>2023 results showed the following areas for development: Maths P8 score is -0.28 (-0.58 2022) Ebacc P8 score is -0.17 (-0.56 2022)</p> <p>Disadvantaged P8 is -0.89 (-0.33 2022) While this appears to have gone down, each of 34 PP pupils who had a negative score, had an extensive intervention plan in place.</p>
3.	<p>Ofsted April 2022 stated: Provision for pupils with SEND is not well developed.</p> <p>QFT continues to be a focus for 2023 onwards. As of Sept 23 we have introduced a 'Brain Based' initiative to wave 1 teaching. Progress has been made in this area and evidenced by the overall p8 score improving this year.</p> <p>Wave 2 and 3 provision continues to develop with a significant increase in the amount of EHCP's (15) now in place in comparison to April 2022. Out of 258 PP students 70 have a SEND need - 27% and many access support from or Personalised Learning Centre. 48% of the SEN register are disadvantaged.</p>

	Recruitment of staff is a continual challenge, and we are currently attempting to increase TA provision. Effective provision is essential to meet the needs of these students and enable them to access learning and emotional support.
4.	<p>Attendance rates for pupils eligible for Pupil Premium, although improving, are below school target. 22/23 88.34% attendance for PP.</p> <p>49% of our PP cohort at persistently absent, which is a slight improvement on 21/22 which was 54%.</p> <p>This an area to improve as absenteeism is having a negative impact on Pupil Premium pupils' progress.</p>
5.	<p>The number of suspensions issued to Pupil Premium students has decreased in 22/23 in comparison to 21/22:</p> <ul style="list-style-type: none"> • 33.3% of student issued with a suspension in 2022/23 were PP students. • 27 students out of 90 suspended were PP, however, those 27 students accounted for more than half of incidents of suspension. <p>We are seeing and increasing amount of defiance and persistently disruptive behaviour from disadvantaged students. This continues to be a challenge. Nationally suspension have risen significantly and we believe we are in line with the national picture.</p>
6.	<p>Cultural capital for students impacted dramatically during COVID. Personal Development and exposure to new experiences, essential for the raising of aspiration for all our children, is a challenge financially and logistically. However, this is a focus for 23/24.</p>
7.	<p>Historically pupils' reading and writing skills upon intake to Longfield are close to or above national average.</p> <p>The lack of data for the previous two years, due to COVID, will require a need to catchup / improve the literacy skills of all students but particularly disadvantaged pupils at KS3.</p> <p>The cyber incident impacted on our ability to test all students effectively for reading and spelling ages in 22/23 and data that had been previously assessed was lost. This impacted on the amount of intervention we were able to provide last year. This is a high focus for 23/24.</p> <p>Numeracy skills also require development whole academy to improve maths outcomes.</p>
8.	<p>More pupils than ever, face significant challenges in their lives and have social, emotional, and mental health needs that prevent them from accessing the curriculum as they struggle with their resilience, confidence, and motivation. 107 PP students (42% of the PP cohort) accessed counselling support in 2022/23. This is an increase of 74 students from the previous year.</p>

Intended outcomes

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

Intended outcome	Success criteria
<p>1. Improve the quality of education for all subjects be developing and improve Quality First Teaching and delivery of SEN strategies</p>	<p>Quality Assurance internal and external will evidence improvements in differentiation and QFT for all.</p> <p>All pupils that are disadvantaged and have educational needs are supported holistically and achieve in line with their target grades - as reflected in assessments and final exams. Classroom practice reflects adequate support for all students on the SEND register, as evidenced through observations, learning walks and assessments.</p>
<p>2. Improve the quality of education through effective tracking of gaps in knowledge and monitor the evidence of impact of strategies used to address gaps. Improve outcomes in all subjects, but particularly maths and English.</p>	<p>Gaps in knowledge will close in all subject areas as evidenced through a rigorous assessment strategy.</p> <p>By the end of our current plan 2026, disadvantaged students should make at least the same rate of progress as their non-disadvantaged peers.</p> <p>Outcomes will demonstrate that all disadvantaged pupils achieve an attainment 8 score in line with national expectations.</p> <p>All disadvantaged pupils will achieve an attainment grade in line with their target grade, while most will achieve at least grade 4 or 5 in maths and English.</p>
<p>3. Ensure additional provision for wave 2 and 3 SEN students is fit for purpose.</p>	<p>Assessments, tracking of progress, student voice and teacher observations of students attending the PLC provision evidence positive attitudes to learning, increased resilience and self-regulation to adverse situations.</p> <p>Student voice and tracking indicates that most students' reintegrate into main stream lessons and this is successful.</p> <p>All academic and soft intervention strategies are tracked and demonstrate impact. Evidence of a change of strategy is clear when impact is not evident.</p>
<p>4. Support issues with non- attendance and emotionally base school avoidance.</p>	<p>Sustained high attendance demonstrated by:</p>

	<ul style="list-style-type: none"> • the overall absence rate for all pupils being in line with national average and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. • the percentage of all pupils who are persistently absent being in line with national average and the figure among disadvantaged pupils being no more than 4% lower than their peers.
<p>5. Support disadvantaged students make the right choices of behaviour and improve attitudes to learning. Reducing suspensions and exclusions.</p>	<p>Suspension figures reduce year on year, particularly for disadvantaged students. Other tracking of behaviour choices to indicate an improved attitude to learning for all disadvantaged students.</p>
<p>6. Personal Development and a culture of learning and aspiration is embedded whole school.</p>	<p>Enrichment activities are attended by all PP students at some point throughout the year. The attendance of disadvantaged students at enrichment, trips and visits is also in line with that of their non-disadvantaged peers. All PP students have access to CEIAG information.</p> <p>Destination data demonstrates that pupil Premium pupils maintained in education is higher than national average for Pupil Premium pupils and equal to Non- Pupil Premium pupils.</p> <p>Student voice demonstrates a change of attitude to learning. The school is calm, purposeful, students appreciate why they are here.</p> <p>Curriculum intent documentation has a clear strategy for improving cultural experiences, raising aspiration and CEIAG opportunities.</p>
<p>7. Improve the literacy and numeracy skills of all students but particularly disadvantaged pupils at KS3.</p>	<p>Reading comprehension tests, phonics support and Lucid screening demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers.</p> <p>Dyscalculia screening, regular assessments and student voice demonstrate im-</p>

	<p>proved numeracy skills among disadvantaged pupils and their non-disadvantaged peers.</p> <p>Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.</p> <p>Student voice will evidence an increased in reading for enjoyment reading will be high profile in all lessons as evidenced through learning walks.</p>
8. Improve the support on offer for all but particularly disadvantaged students to improve mental health and wellbeing.	<p>Counselling is offered to all students, subject to need and impact of support is evidenced.</p> <p>Student voice reflects a whole school attitude towards supporting positive mental attitudes and resilience.</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 (for example, CPD, recruitment and retention)

Budgeted cost: £162,430

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>To Improve the Quality of Teaching (£61,882)</i></p> <p><i>Trust to continue to invest in additional capacity in science, to strengthen curriculum planning and delivery in science</i></p>	<p>Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools.</p>	1,2,3
<p><i>High Quality CPD with Brain Based Learning external provider, including, professional development, coaching and partnership with good/outstanding schools (£10,000)</i></p> <p><i>Deep Dive style approach to quality assurance and lesson observations to inform CPD objectives throughout the year. Focus on live marking, collaborative working and SEND (QFT)</i></p>	<p>'Feedback' an effective tool with low cost and high impact on student progress. (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p> <p>To ensure consistency across all subjects and support the monitoring of CPD foci. CPD plan to be adapted to address inconsistencies or misconceptions.</p>	1,2,3

	Continue to work with external agencies to support quality assurance of implementations	
<p><i>Improving literacy in all subject areas in line with recommendations in the EEF Improving Literacy in Secondary Schools guidance.</i></p> <p><i>Day release to support colleagues visit primary schools and ensure successful academic transition between key stages.</i></p>	<p>Acquiring disciplinary literacy is key for students as they learn new, more complex concepts in each subject:</p> <p>Improving Literacy in Secondary Schools Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2,3,5, 7
<p><i>Training will be provided for staff to ensure assessments are interpreted correctly.</i></p> <p><i>Appointment additional TAs to support delivery of QFT in classroom (£53,131) and subsequent training to ensure value for money</i></p>	<p>Teaching Assistant Interventions offer moderate impact to moderate cost. (EEF 2020)</p> <p>The effectiveness of each TA increases the impact of their support. All TAs should be educationalists first and foremost, focussing on encouraging resilience and developing independence in learners.</p> <p>Monitoring of impact through Edukey.</p>	1,3
<p><i>Literacy focussed syllabus in Key Stage 3 and 4.</i></p> <p><i>Reading classes allocated to targeted KS3 pupils to develop skills further delivered by literacy intervention lead.</i></p> <p><i>Lexia & Fresh start package for targeted pupils.</i></p> <p><i>Reading – whole school priority with Inset provided to all staff.</i></p> <p><i>Literacy TLR post holder to deliver and track reading initiatives. (£4,974)</i></p>	<p>Acquiring disciplinary literacy is key for pupils as they learn new, more complex concepts in each subject:</p> <p><u>Improving Literacy in Secondary Schools</u></p> <p>Reading comprehension, vocabulary and other literacy skills are heavily linked with attainment in maths and English:</p> <p>word-gap.pdf (oup.com.cn)</p>	1,2,3,7
<p><i>SEND support officer employed to support access arrangements for all pupils in all curriculum areas . £29,145</i></p>	<p>Meeting individual needs – NFER How are more effective schools supporting disadvantaged pupils to succeed?</p>	1,2,3,7
<p><i>Purchase of FFT & SISRA that support the tracking of Pupil premium pupils. (£3,298)</i></p>	<p>Tracking gaps in knowledge can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct</p>	1,2

<i>Training will be provided for staff to ensure systems are interpreted correctly</i>	additional support through interventions or teacher instruction: <u>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</u>	
<i>Enhancement of our maths teaching and curriculum planning in line with DfE KS3 and EEF guidance.</i> <i>The purchase of White Rose maths to enable a more fluid transition of maths knowledge and skills from Ks2 to Ks3.</i> <i>Purchase, training and development of numecon and Sparx to support our weakest learners.</i>	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: Teaching mathematics at key stage 3 - GOV.UK (www.gov.uk) To teach maths well, teachers need to assess pupils' prior knowledge and understanding effectively, employ manipulatives and representations, teach problem solving strategies, and help pupils to develop more complex mental models.	1,2,3,7
<i>Ongoing training of SENCO to ensure effective delivery of QFT and wave 2 and 3 strategies</i>	Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils.	1,2,3
<i>All staff to ensure that the 'lost' learning gap is closed through consolidating prior learning (retrieval) and having high expectations with respect to the quality and return rate of homework set.</i>	Evidence from EEF suggest inclusive high-quality teaching ensures that planning and implementation meets the needs of all pupils, and builds in high expectations for all pupils, including Pupil Premium pupils	1,2

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

Budgeted cost: £212,184

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Employment of our own 1-2-1 Tutors to support all students require catch up. This is predominantly used with Year 11 but capacity is also</i>	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:	1,2,3,7

<i>provided for earlier years. £75,870)</i>	One to one tuition EEF (educationendowmentfoundation.org.uk)	
<i>Lexia is our new targeted reading programme that supports students in Years 7 to 9. This programme is also used to support wave 2 and 3 provision. £4,700</i> <i>Literacy curriculum specialist is employed to assess and deliver literacy intervention £26,633</i>	Reading comprehension strategies EEF 2020 Very high impact for very low cost based on extensive evidence Supporting struggling readers is likely to require a coordinated effort across the curriculum and a combination of approaches that include phonics, reading comprehension and oral language approaches.	7
<i>Purchase of standardised GL diagnostic assessments. Lucid, Lucid Exact, Lexia. Dyscalculia screening IDL, Edukey for pupil profiles. (£4,981)</i>	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: Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation	1,3
<i>Library Provision – Encouraging reading for pleasure is important for both personal and academic development.</i> <i>Small team of TA / support staff trained in Fresh Start phonics delivery</i>	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies Reading for pleasure interventions are designed to promote children’s enjoyment of books and encourage them to see reading as a pastime rather than a chore. Reading for pleasure is driven through the English curriculum and independent learning tasks. Fluent decoding – the process of translating print into speech by rapidly matching a letter or combination of letters to its sound and recognising the patterns that make syllables and words – is the foundation on which literacy is built. There is strong evidence from a wide range of high-quality studies that phonics approaches are very effective, particularly for disadvantaged children, and that they are a highly cost-effective intervention.	1,2,3,7
<i>Develop use and monitoring of Alternative Provision as a pathway to reengage, reintegrate or avoid permanent exclusion.</i>	7% of students permanently excluded in 2016 achieved good passes in English and Maths (Timpson Review of School Exclusion 2020). Provision will differ from pupil to pupil, but there are some common elements that	5

£100,000	<p>alternative provision should aim to achieve, including:</p> <ul style="list-style-type: none"> • good academic attainment on par with mainstream schools – particularly in English, maths and science (including IT) – with appropriate accreditation and qualifications; • that the specific personal, social and academic needs of pupils are properly identified and met in order to help them to overcome any barriers to attainment; • improved pupil motivation and self-confidence, attendance and engagement with education; and • clearly defined objectives, including the next steps following the placement such as reintegration into mainstream education, further education, training or employment. 	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £180,517

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Rigorous behaviour policy to improve standards and reduce low level disruption. Training and development of staff to deal positively with Adverse Childhood Experiences.</i></p>	<p>Behaviour interventions can have moderate impact for low cost (EEF 2020) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	1,2,5
<p><i>Attendance officer to monitor and work on improving attendance of all pupils and persistent absentees. £31,588 To embed the school attendance policy consistently whilst looking to follow the principles of good practice set out in DfE's Working together to Improve Attendance advice.</i></p> <p><i>A Star purchased to monitor persistent absentees</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels Embedding principles of good practice set out in DfE's Improving School Attendance advice.</p>	4

<p><i>The Personalised Learning Centre provision to support students across the following areas – SEMH, barriers to learning, severe persistent absence, catch up Regulation room development, zones of regulation ect £7,605</i></p>	<p>Small Group Tuition - Moderate impact for low cost based on moderate evidence EEF 2020</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	<p>3,4,5</p>
<p><i>Non teaching Behaviour & Welfare Lead and non-teaching DSL to add capacity to support all children’s welfare and support issues that may be barriers to academic progress. (£99,345)</i></p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p>	<p>8</p>
<p><i>Free School Meals SLA</i></p> <p><i>Free porridge is provided every break time to all students.</i></p> <p><i>Student voice will be used to support the healthy schools agenda and encourage students to use their FSM allocation wisely.</i></p>	<p>When children sit down to eat with friends and teachers in a civilised environment, it cements relationships, helps them to develop social skills and reinforces positive behaviour throughout the day. Lunch is an integral part of the Academy day and should be one of the most enjoyable. We want children to leave school with an appreciation of good food, and the skills they need to feed themselves affordably and well.</p>	<p>8</p>
<p><i>Year Managers and wider Support Team - to create and maintain a supportive environment that encourages and stimulates learning. The emphasis on pastoral care is to remove barriers to learning to increase attainment.</i></p> <p><i>Use of Classcharts £2555 to monitor behaviour to provide sanctions and rewards</i></p>	<p>Social and emotional learning has a moderate impact for very low cost (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>Behaviour interventions can have moderate impact for low cost (EEF 2020)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions</p>	<p>4,5,8</p>

<p><i>Provision of counselling services and external providers increased (C Howlett £39,424</i></p>	<p>EIF'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: Adolescent mental health: A systematic review on the effectiveness of school-based interventions Early Intervention Foundation (eif.org.uk)</p>	<p>5, 8</p>
<p><i>Bespoke careers provision programme provided to Pupil premium pupils which extends into KS5.</i></p> <p><i>Opportunities to inspire most able Pupil Premium pupils through visits</i></p>	<p>Meeting individual needs – NFER How are more effective schools supporting Disadvantaged pupils to succeed</p>	<p>1,3,6</p>
<p><i>Providing of the following essentials to students at either a reduced cost or free. Our most vulnerable will have these needs met and therefore not be at a disadvantage.</i></p> <ul style="list-style-type: none"> - <i>Uniform</i> - <i>Planners</i> - <i>Revision booklets</i> - <i>Stationary</i> - <i>Christmas Lunch free for all</i> 	<p>Remove barrier to learning of uniform issues on attendance to school. <i>DfE's Improving School Attendance</i> suggests:</p> <p>'Model respectful relationships and appropriate communication for staff and pupils. This will help relationships between pupils and staff to reflect a positive and respectful culture. All staff members should take into consideration the vulnerability of some pupils and the ways in which this might contribute to absence, handling confidential information sensitively'</p>	<p>1,8</p>
<p><i>Contingency fund for acute issues</i></p>	<p>Based on our experience and those of similar schools, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>8</p>

Total budgeted cost: £ 555,131

Part B: Review of outcomes in the previous academic year (2022/23)

Pupil premium strategy outcomes

For 2023, the Progress 8 score (which is a measure of how much progress pupils at this school made across 8 qualifications between the end of KS2 and the end of KS4, compared to other similar pupils nationally) for our disadvantaged pupils was -0.89. For Attainment 8 (which is a measure of GCSE attainment across 8 subjects) it was 3.73.

Analysis of the data for the 48 (45 who were included in the measure) revealed the following:

- A third (31%) of this cohort achieved a significantly positive P8 score.
- The remaining 2/3rds all had significant barriers to learning ranging from attendance issues, anxiety, mental health concerns and issues with compliance and persistent breaches of our behaviour policy.
- Just over half (56%) of this cohort did not fulfil the full suite of 8 subjects. This was due to a need to reduce foci on some subjects to ensure that maths and English performance was secured, often to accommodate additional tutoring in these areas.
- All 34 students who failed to achieve a positive P8 score, were provided with additional tutoring in maths, English or both.
- All students, regardless of PP status, were offered additional support in all subject areas regularly after school and during half term holidays.
- 2 student accessed the local authority home and hospital provision for the entirety of Year 11. Consequently, both students were only entered for 4 and 6 subjects respectively.
- 1 student accessed Alternative Provision and achieved L1 bricklaying and a maths and English GCSE. PP money was used to support this provision which was essential for supporting this pupil succeed and support his future career path.

Despite some strong individual performances, the progress and attainment of the school's disadvantaged pupils in 2022/23 was below our expectations but all intervention available to us was utilised to support individual success.

All Y11 pupil premium pupils had a careers discussion. NEET figures for 2023: 41/48 PP pupils are accessing full time education. 2 pupils are in apprenticeships and 2 are in full time employment. 1 pupil is unknown and 2 are not in education, employment or training. However, both pupils were offered college coursed but declined. This equates to 6% NEET.

The gap between the Progress 8 and Attainment 8 scores of our disadvantaged and non-disadvantaged pupils has also grown since the pandemic. We have experienced a significant increase in anxiety, school refusal, defiance and deteriorating mental health which has impacted on achievement and particularly in within the disadvantaged cohort. The investment in pastoral support has provided much needed care for students who are struggling emotionally, and we invest in internal and external counselling. 20 disadvantaged children received regular counselling in Year 11 over the academic year.

The open slots that contributes to the P8 score was significantly impacted upon this year due, in part due to a cyber incident that occurred from December 2022 until

March 2023 and impacted on all subjects that were heavily reliant on the internet of computer based programmes to support progress, E.G Design Technology, vocational course etc. The open basket which has been strong in previous years achieved an A8 score of only 3.9. 62% of the PP cohort's open slot had a negative progress score. Many of these students completed vocational courses.

Subject	P8 PP	P8 Non PP
English	-0.98	+0.24
Maths	-0.97	+0.05
Ebacc	-1.16	-0.10
Open	-0.57	+0.74

25% of disadvantaged pupils achieved grade 5 or above in English and maths. The Progress 8 score of our non-disadvantaged pupils was +0.24, and the Attainment 8 score was 5.05. Our analysis suggests that the reason for this is primarily the ongoing impact of COVID-19, and this is reflective of national figures demonstrating the additional impact of the pandemic on disadvantaged pupils.

Despite offering a significant array of intervention strategies, pastoral support and developing an emotionally literate school, this has less impact on disadvantaged students than those not classes as disadvantaged. Of the 91 students who are supported by our SEND base, 58% are PP.

The tutoring programme for 22/23 had some impact on progress but could have been managed more effectively. This will have more rigour this academic year.

Staff absence in key areas such as English and science, also impacted on the continuity of education for our most vulnerable learners, despite our best efforts of recruitment.

Attendance did see some improvement in the PA figure for pupil premium students in comparison to last academic year. Attendance for PP was 88.34 against 88.97% last year. This was higher than their peers at 92.29%.

PA figures for PP reduced from 54% to 49% and SPA figures reduced from 65% to 52%. Therefore, we had impact on our most persistent absentee students. Attendance of our most vulnerable learners continues to be a priority for this academic year.

We provided an extensive amount of intervention for our disadvantaged pupils, but we recognise that more work is to be done. Suspensions reduced significantly over the year. 6 out of the 8 permanently excluded pupils were disadvantaged. We have increased our budget for alternative education this year and will explore how we can better support our students to avoid permanent exclusion.

The number of suspensions issued to Pupil Premium students has decreased in 22/23 in comparison to 21/22:

- 33.3% of student issued with a suspension in 2022/23 were PP students.
- 27 students out of 90 suspended were PP, however, those 27 students accounted for more than half of incidents of suspension. We are seeing and increasing amount of defiance and persistently disruptive behaviour from disadvantaged students.

We have worked closely with the Local Authority to prevent permanent exclusions, particularly with our Looked After children. Unfortunately, the local authority has limited alternative provision to support those children effectively and too often we are left with no alternative than to exclude.

107 pupil premium students accessed internal or external emotional support. This is 41% of the PP cohort. This is an increase of 74 students in comparison to previous year.

All pupil premium pupils in Y9 and Y10 had a careers interview slot was allocated In Y9 23 out of 35 were seen 66%. In Y10 29 out of 44 were seen 66% (all pupils who didn't have a face to face careers discussion in Y10 have been seen in Y11).

The impact of all reading, literacy and numeracy strategies cannot be recorded due to the cyber incident which led to the loss of all data up to December 2022. We were then unable to reassess children or implement the strategies due to having no internet or access to computers until March 2023. This is a significant focus for 2023/24.

Internal and external quality assurance has evidenced that QFT is improving across the academy and the introduction of Brain Based Learning from September 2023 should embed clear understanding of how to support our most vulnerable learners.

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
Lexia	GL Education
Fresh Start	Ruth Miskin
WRAT5	Pearson
WIAT3 – reading speed & comprehension	Pearson
DASH - handwriting	Pearson
FFT	FFT
SISRA analytics	Juniper
Literacy online	Edukey
Lucid and Lucid Exact	GL Education

Numecon	TTS Group
Sparks Maths	Sparks
IDL	IDLS Group
Start - Careers	Tees Valley Careers hub
Inspire/ Listening Post	Darlington Areas Youth Church Ministries
Counselling	Mind

Service pupil premium funding (optional)

We have eight service pupils in the academy in 2023/24.

Further information (optional)

Additional activity

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

- embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits, particularly for disadvantaged pupils.
- utilising support from our local [Mental Health Support Team](#) and local behaviour hub, plus funding for CPD from the local authority's Wellbeing for Education Recovery budget, to support pupils with mild to moderate mental health and wellbeing issues, many of whom are disadvantaged.
- offering a range of high-quality extra-curricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities (e.g., The Duke of Edinburgh's Award), will focus on life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

Planning, implementation, and evaluation

In reviewing our current pupil premium strategy, we evaluated why activity undertaken in the previous year had not had the degree of impact that we had expected

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

We have implemented a robust evaluation framework for the duration of our three-year strategy and will adjust our plan over time to secure better outcomes for pupils.