

## Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2023 to 2024 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	Cowley Academy
Number of pupils in school	621
Proportion (%) of pupil premium eligible pupils	30.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2022-2024
Date this statement was published	12/11/2023
Date on which it will be reviewed	10/10/2023
Statement authorised by	Mr T Martin
Pupil premium lead	Mrs K Kilby
Governor / Trustee lead	Mr J Stokes

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£196650
Recovery premium funding allocation this academic year	£53268
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	£249918

# Part A: Pupil premium strategy plan

## Statement of intent

*Our aim at Cowley Academy is that all students achieve their potential. To this end we employ a range of strategies and interventions aimed at removing barriers which can be caused by either personal circumstance or gaps in knowledge. Our goal is that no child is left behind either socially or academically because of disadvantage.*

*Our Pupil Premium Strategy is based upon the core principles of the school – to aspire, challenge and achieve. We seek to raise the lifelong aspirations of disadvantaged students, remove barriers to learning and achieve excellent outcomes.*

*It is a plan which focuses on the whole child, with a range of strategies to improve wellbeing, with high levels of social, emotional and mental health support. It also recognises the importance of attendance, and behaviour in ensuring progress for our disadvantaged students. We are committed to creating opportunities beyond the classroom curriculum, to exposing students to the best in terms of cultural capital and ensuring that disadvantage is not a barrier in accessing these.*

*Through rigorous tracking, careful planning and targeted support we believe that disadvantaged students at Cowley Academy can fulfil their academic potential, have high aspirations and become well rounded members of society.*

## Challenges

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

<b>Challenge number</b>	<b>Detail of challenge</b>
1	<i>Literacy levels at KS3 – data from CATs assessments, and reading tests show that reading ages are well below what would be expected in a normal year.</i>
2	<i>Maintaining levels of academic achievement – internal Assessment of Learning data has shown that academic gaps have widened during the period of school closures – Pupil premium students are further behind other students than is normally the case at this stage in Year 11</i>
3	<i>Wellbeing – Throughout school closures full pastoral and safeguarding measures were maintained. However, there are more cases of anxiety and mental wellbeing of students is a priority.</i>
4	<i>PSHE – Students missed the opportunity during lockdown to take part in our PSHE days and have the vital input on a range of issues.</i>
5	<i>Home/School communication – Since the pandemic the school has had to find new ways to engage with parents, particularly of disadvantaged students.</i>

6	<i>Aspirations – we need to ensure that students are engaged in aspirational activities, particularly through the careers programme.</i>
7	<i>Financial – many families are under increasing pressure due to the cost of living crisis, which itself can lead to anxiety. We need to ensure that disadvantaged students receive all the necessary equipment to succeed in school.</i>
8	<i>Wider Curriculum &amp; Cultural – Pupil premium students often fail to engage as readily with extra-curricular activities. This may be due to financial constraints, or a lack of support. It is important that disadvantaged students are exposed to cultural opportunities that they may not experience at home, both to broaden understanding and also to challenge any prejudice.</i>
9	<i>Attendance – Nationally disadvantaged students are shown to have lower levels of attendance than other students. This impacts upon every other aspect of school life – academic progress, developing aspirations, social and emotional awareness and wellbeing.</i>
10	<i>Behaviour – Disadvantaged students are known to be far more likely to be permanently excluded than other students. At lower levels they are also far more likely to require behavioural interventions.</i>

## 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
<b>Academic: Progress</b> - To reduce under-achievement of Pupil Premium students through tracking of academic progress, targeted interventions, and increasing academic engagement beyond normal school hours.	<ul style="list-style-type: none"> <li>Students are correctly identified for intervention through tracking.</li> <li>Intervention &amp; Tutoring programme is in place.</li> <li>Data shows improved progress for group</li> </ul>
<b>Academic: Curriculum</b> - To ensure that the curriculum promotes progress, and attainment for PP students.	<ul style="list-style-type: none"> <li>Lesson observations and work sampling show a variety of 'disadvantaged first' strategies being employed</li> <li>Tracking of ATL/Achievement leads to appropriate pastoral and academic interventions</li> </ul>
<b>Academic: Literacy &amp; Numeracy</b> - To reduce any gaps in the levels of literacy and numeracy that may have an adverse effect on the overall progress made by Pupil Premium students.	<ul style="list-style-type: none"> <li>Reading ages of Pupil Premium students in KS3 who are below age expected levels shows improvement beyond age related norms.</li> <li>Programme of tutoring is in place with identified PP students benefiting.</li> </ul>
<b>Academic: Resources</b> - To ensure that Pupil Premium are not disadvantaged due to financial pressures.	<ul style="list-style-type: none"> <li>Students are supported with costs such as uniform and equipment</li> <li>Revision resources are provided for Y11 students</li> </ul>
<b>Enrichment &amp; Engagement: Extra-Curricular Opportunities</b> - To ensure that Pupil Premium students have full access to the full range of extra-curricular opportunities available to all, and an increased engagement through promotion of extra learning opportunities.	<ul style="list-style-type: none"> <li>PP students engage with extra-curricular revision sessions</li> <li>PP students level of engagement through SMHW is in line with other students.</li> <li>PP students have full involvement in programme of trips and visits.</li> </ul>
<b>Enrichment &amp; Engagement: Attendance</b> - To ensure attendance of Pupil Premium students is in line with all other students.	<ul style="list-style-type: none"> <li>Attendance of PP students is in line or above national average for this cohort of students.</li> </ul>
<b>Enrichment &amp; Engagement: Careers &amp; IAG</b> - To ensure the Pupil Premium students are given appropriate advice and guidance and encouraged to make aspirational choices.	<ul style="list-style-type: none"> <li>All PP students receive one-to-one careers interviews</li> <li>Aspirational opportunities are provided for students</li> <li>Students are exposed to full range of career opportunities including apprenticeships, colleges and sixth-forms.</li> </ul>
<b>Wellbeing: Behaviour</b> - To promote high standards of behaviour in all students recognising that Pupil Premium students are often more likely to need pastoral support.	<ul style="list-style-type: none"> <li>Students receive pastoral support and tracking where behaviour falls below expectations.</li> <li>PP students are fully represented in school programme of rewards</li> </ul>
<b>Wellbeing: Safeguarding</b> - To ensure that all students including Pupil Premium students are safe.	<ul style="list-style-type: none"> <li>PP students feel safe in school and know who to talk to when they have concerns.</li> <li>All safeguarding issues are dealt with in an effective and timely manner.</li> </ul>
<b>Wellbeing: Pastoral Support</b> - To ensure that all Pupil Premium students are encouraged and supported in developing all avenues of their lives. They are actively encouraged to take part in the wider events of the school and to embrace all elements of personal development the school offers.	<ul style="list-style-type: none"> <li>PP students are effectively tracked through reporting system.</li> <li>PP students have full engagement with PSHE programme.</li> <li>PP students are supported in completing homework through after school clubs.</li> </ul>

## 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: £ 39050

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Disadvantaged First</b> - Teachers to assess work of Pupil Premium students first and ensure that their work is assessed to a high standard. As part of the "reduction in teacher workload" policy some departments use a sample marking strategy, the work of PP students forms part of this sample.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. "Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils" EEF PP Guidance 2019. Studies conclude that the quality of teaching will have a disproportionate impact on disadvantaged students. Research from the Sutton Trust has shown that high quality teaching and learning has the biggest impact on the progress of disadvantaged pupils.	2
<b>Top 10 Teaching Tips</b> - All staff to use Disadvantaged Top 10 Teaching tips		2
<b>Seating Plans</b> - Seating plans need to show that pupil premium students are placed next to other students who will have a positive impact on their learning. Where students are found to not be engaging with work to the desired level interventions are to be put into place.		2
<b>Love of Reading</b> - <i>Pupil Premium students are often less engaged in reading for pleasure which leads to lower literacy standards. The 'Love of Reading' programme is used in Year 7 &amp; 8 in form time. The aim of the programme is to promote enjoyment of reading and to widen student experience of different types of reading linking to key themes. This is monitored through Heads of House.</i>	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.  "Our biggest concern will be around identifying gaps in learning so schemes can respond to student need in a student-centred approach. These assessments allow us to do this, as and when our students are ready." Bernadette Kaye, Literacy & Evidence Informed Project Lead, South Shore Academy	1, 2
<b>DEAR/SALAD</b> - DEAR stands for 'Drop Everything And Read' – an initiative which forms part of the Whole School Literacy Strategy. Pupil Premium students have the opportunity to read and discuss thought provoking articles which go beyond the "set" curriculum which have potential links with real world knowledge. SALAD is a speaking and listening strategy focussed on improving all round communication skills.	Regular tracking will enable us to rapidly diminish differences in reading ages of PP pupils.  EEF Improving Literacy guidance report (2019) recommendation 7 is to provide quality literacy interventions and appropriate assessment tools to match students to relevant interventions.	1, 2
<b>Phonics intervention</b> - For Pupil Premium students with lower literacy levels small group intervention run through pm reg time		1, 2
<b>Accelerated Reader</b> - KS3 reading programme used in Year 7 and 8 tutor time to promote reading for all students where Pupil Premium students are tracked as a priority for support with reading, quizzing and changing/choosing books. Pupil Premium students are prioritised for referral to Reading Revolutions - extra support with their reading progress.		1, 2
<b>Reading Revolutions</b> - A small group intervention run through tutor time for students who need extra support on the Accelerated Reader scheme. Pupil Premium students identified as needing this support are prioritised.		1, 2

<p><b>Handwriting Club</b> - A small group intervention run through tutor time for students who need support in order to improve their handwriting. Pupil Premium students identified as needing this support are prioritised.</p>	<p>Strategies to meet individual pupil needs is seen as one of the 7 Building Blocks for Success when supporting the attainment of disadvantaged pupils</p>	<p>1,2</p>
<p><b>Further SEN support</b> - There are many other clubs and interventions offered by SEN which students are invited to attend eg Social Skills etc.</p>		<p>1</p>
<p><b>Transition year 6-7</b> - All students (including Pupil Premium) are given a reading book as a gift from the school which is used for the transition project in the first weeks at BA.</p>	<p>"We know that on average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts." EEF Toolkit</p>	<p>3, 4</p>
<p><b>Book Fair</b> - Students in year 7 and 8 benefit from the 'Christmas Gifting Initiative' which helps to promote the advantages of literacy and reading with the learners. Through this initiative, students receive two free books as a Christmas gift from the school. They are able to select these from a wide range of genres and styles of books to suit their different taste and ability levels. They are then able to keep these books and we hope they will enjoy these over the holiday period as well as helping them to develop a life-long love of reading. -. By changing supplier we have been able to double the number of books that students will receive.</p>	<p>Reading for pleasure has social benefits as well and can make people feel more connected to the wider community. Reading increases a person's understanding of their own identity, improves empathy and gives them an insight into the world view of others (The Reading Agency 2015).</p>	<p>2</p>

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

Budgeted cost: £ 66865

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>National Tutoring Programme</b> – The school will be providing 12 weeks of small group tuition to students in Year 10 &amp; 11 in the Ebacc subjects of Maths and English. This programme of support for students, 60% of which is funded through the National Tutoring Fund will provide further intervention to key groups of students. The tutoring programme will be delivered in partnership with an external provider to enable easier access to sessions.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>Small group tuition teaching strategy from the EEF teacher toolkit. "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year. Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better."</p>	2
<p><b>National Tutoring Programme</b> – The school will be providing 15 weeks of reading recovery tuition for disadvantaged students who are behind age related expectations. This will be delivered using Pearson's 'Rapid-Plus' programme by Teaching Assistants and Teachers. This is a large programme of support for students, 60% of which is funded through the National Tutoring Fund.</p>	<p>Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. (EEF 2020)</p> <p>The Pearson Rapid Plus reading scheme is shown to improve reading ages of students with reading ages significantly below expected levels by 11+ months.</p>	1,2
<p><b>Tracking Underachievement (subject level)</b> – In addition to the three whole school AOL checks further interim ATL/Achievement checks are carried out for PP students. At KS3 this consists of students being awarded a grade 1-4 in each of their Core/Ebacc subjects and at KS4 students being awarded a grade 1-4 in all GCSE/BTEC subjects. Specific subject Progress Action Plans and/or trackers implemented.</p>	<p>The analysis tool to support the evidence base of measures put in place to close the gap between PP students and their peers.</p> <p>OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.</p>	2
<p><b>Numeracy</b> - KS3 Tracking and Support Monitor AOL/ATL grades at each data point. Gaps in knowledge are analysed and students given targetted support materials. Impact analysis will monitor effectiveness of intervention.</p>	<p>The EEF report, Improving Mathematics in KS2 and 3 report recommends that structured intervention support may be required for Year 7 pupils who are struggling to make progress</p>	2

<p><b>Revision Resources</b> - All Pupil Premium students in Year 10 are given revision resources for their GCSE courses, – revision guides, exam materials etc</p>	<p>To facilitate independent study and engage parental support. EEF suggest +8 months progress for meta-cognition and self-regulation.</p>	<p>2, 7</p>
<p><b>Revision Sessions</b> - To tackle the identified barrier of engagement outside of school hours in the crucial exam years a comprehensive programme of Easter and Half Term revision sessions delivered. An emphasis is placed on ensuring engagement of Pupil Premium students in this programme through the pastoral support teams.</p>	<p>In the EEF Attainment Gap 2017 report, it states that targeted small group and one-to-one interventions have the potential for the largest immediate impact on attainment:</p>	<p>2, 6, 7</p>
<p><b>Equipment</b> - Families who struggle financially with equipment costs are given support to ensure Pupil Premium students have the correct equipment. This includes buying all the ingredients for Food Tech lessons for Pupil Premium students in receipt of FSM as it is vital to promote a healthy diet for these students. In addition these students are given a calculator in KS4 Mathematics.</p>	<p>Removing potential barriers to participation increases attendance.</p>	<p>7, 9</p>
<p><b>Access to Technology</b> – The school is running a laptop loan scheme to ensure that disadvantaged students are able to have devices at home to support their learning.</p>	<p>Access to technology is a huge potential barrier to enabling disadvantaged to keep up with their peers – as evidenced throughout the pandemic and supported by the Technology in Schools programme.</p>	<p>2, 7</p>
<p><b>SMHW</b> - SMHW has been purchased to enable homework to be set by staff and accessed easily by both parents and students. Weekly monitoring of students engagement is carried out by PP coordinator.</p>	<p>Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools.”</p>	<p>2, 5</p>
<p><b>Study Skills</b> - Over the two year period of Key Stage 4 a variety of GCSE Success evenings are run. The aim is to improve study skills and engage parents in their child’s learning. Particular focus is given to the attendance of Pupil Premium students – if any of these students miss the evening sessions then they attend another session during school time.</p>	<p>“Poorer pupils in England get less help with their homework than their better off classmates, according to new analysis of the OECD’s PISA survey published by the Sutton Trust. Just half (50%) of the most disadvantaged 15-year olds said their parents regularly helped with their homework, compared to 68% of their better-off classmate’s Dr John Jerrim of the UCL Institute of Education September 7th, 2017</p>	<p>2, 5</p>
<p><b>After School Working</b> – A homework club is offered to support students working in a relaxed but focussed atmosphere.</p>		<p>2, 3, 6</p>
<p><b>PSHE</b> – The PSHE curriculum is being expanded to increase the curriculum time by an extra hour per fortnight. This was initially introduced following the pandemic and the identified need to provide extra support for students.</p>	<p>These key issues continue to be vital after putting in increased provision following the pandemic – many of the effects are still being felt. This is at a time when the need is greater than ever – as evidenced the number of anxiety and wellbeing issues.</p>	<p>4</p>



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

Budgeted cost: £ 144003

Activity	Evidence that supports this approach	Challenge number(s) addressed
<b>Uniform</b> - Families who struggle financially with uniform costs are given support to ensure Pupil Premium students have the correct uniform.	Removing potential barriers to participation increases attendance.	3, 7, 9
<b>Meals</b> – To support families with the cost of living crisis we have recognised that the Free School Meals subsidy is not adequate to ensure that students can get a good nutritious meal at lunchtime and food at break. Therefore, the amount that students receive has been further increased by an additional 33% to £4 a day.	Removes potential barriers and encourages attendance. Well evidenced that a good diet is crucial to supporting a student's academic progress – a student can't work hard when they are hungry.	7, 9
<b>Trips &amp; Visits</b> - A record of Pupil Premium attendance on school trips is maintained. Students are offered subsidies in order to participate. The aim is that every Pupil Premium student undertakes at least one extra-curricular trip each year.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
<b>Music</b> – Pupil Premium students in receipt of FSM are given a 50% discount on the cost of peripatetic music lessons.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	8
<b>The wider curriculum</b> – A register is maintained of participation in all extra-curricular activities to highlight levels of uptake from PPI students. This is then used as a basis for developing strategies to increase participation.	"Findings from previous research suggest extra-curricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extra-curricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling." Social Mobility Commission research.	
<b>Promoting Good Attendance</b> - One of the Deputy Heads has an annual attendance target related to Pupil Premium students.	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in:</p>	8 9

	<p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p>	
<p><b>Year 11 Attendance</b> - An attendance tutor group is set up for Year 11 students with low attendance. This is overseen by a senior member of staff.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in:</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p>	9
<p><b>Pastoral Checks</b> - The Attendance manager has weekly meetings with the Year Leads to discuss Pupil Premium students in particular.</p>	<p>The Department for Education (DfE) published research in 2016 which found that:</p> <ul style="list-style-type: none"> <li>• The higher the overall absence rate across Key Stage (KS) 2 and KS4, the lower the likely level of attainment at the end of KS2 and KS4</li> <li>• Pupils with no absence are 1.3 times more likely to achieve level 4 or above, and 3.1 times more likely to achieve level 5 or above, than pupils that missed 10-15% of all sessions</li> <li>• Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons</li> </ul> <p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in:</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p>	9
<p><b>Safeguarding and Welfare</b> - All Pupil Premium students are identified by the Attendance tracking system. These logs are then shared with the Safeguarding team, Year Leads and SEN department.</p>	<p>Good attendance is also listed in the top 10 approaches for disadvantaged pupils in:</p> <p><a href="https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully">https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</a></p> <p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p> <p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p>	3, 5, 9
<p><b>Careers</b> - All Pupil Premium students are given one-to-one meetings at the end of Year 10. The Careers Co-ordinator liaises with the Pupil Premium pastoral support to track their progress with applications. Appropriate Pupil Premium students in Year 11 are taken on an extra transition visit to New</p>	<p>EEF 'wider strategies' states that good attendance means that stakeholders understand and follow all school systems to make early identification and thus interventions, ending in improvement in attendance.</p>	6

<p><i>College Stamford or Boston College between Jan-March (vital for students who may not be taken on an open evening and ensures they find out about courses, support staff and transport costs)</i></p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p>	
<p><b>IAG</b> - <i>The destinations of all Pupil Premium students are monitored through Year 11 – The Head of Sixth Form at Bourne Academy, Head of Year 11 and Careers Advisor takes a lead on this.</i></p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p> <p>“Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.”</p> <p>Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.</p>	6
<p><b>Careers Programme through PSHE</b> - <i>A wide range of visitors are brought into school in order to inspire students – particularly important in raising the aspiration of Pupil Premium students. These are co-ordinated through the PSHE days. Careers guidance is provided in Year 9 &amp; Year 10 to inspire students to achieve higher grades and build aspiration. This has now been supplemented with a highly successful Careers Fair, bringing in dozens of external providers from local employment and further education. All students in Years 9,10 and 11 visit the Careers Fair, with parents attending in the evening. This exposes students to opportunities and provides motivation and inspiration.</i></p>	<p>The Gatsby Benchmark sets out a framework of eight guidelines about what makes the best careers provision in schools and colleges.</p> <p>Linked to the Gatsby benchmark number 7: Encounters with further and higher education</p> <p>“Over the last two decades, careers advice and work experience have been significantly reduced in schools, and disadvantaged pupils are currently less likely than their better-off peers to receive careers guidance. This may be particularly detrimental, as disadvantaged young people may lack social networks with the knowledge and contacts to replace guidance offered in school.”</p> <p>Key Drivers of the Disadvantage Gap Literature Review. Education Report in England: Annual Report 2018, Whitney Crenna-Jennings, July 2018.</p>	6

<p><b>Behaviour Support</b> - A core part of the Behaviour Leads' work is promoting and ensuring high standards of behaviour in all students and this will impact largely on Pupil Premium students.</p> <p>This is done through a variety of means:</p> <ol style="list-style-type: none"> <li>1. Working with individual students and parents, setting targets for behaviour, and tracking.</li> <li>2. Supporting teachers in the classroom and around the school.</li> <li>3. Working with the safeguarding team and the attendance officer.</li> </ol>	<p>EEF Toolkit - +3 months for behaviour interventions and this will also benefit all pupils in the classroom due to purposeful learning environment.</p> <p>PP students are 4X more likely to be excluded (Peter Humphries Senior HMI Sec Ed Pupil Premium Conference: 23/3/2018)</p> <p>Using a range of positive behaviour strategies, early intervention and in-house alternative provision (SRU) and shaping the curriculum to meet their needs will avoid this.</p>	<p>10, 9</p>
<p><b>Rewards</b> - The behaviour lead through pastoral leads will ensure that Pupil Premium students are well represented in the schools' rewards programme – that they are receiving recognition for work and are represented in rewards throughout the year.</p>		<p>10, 9</p>
<p><b>Rewards</b> – engagement of PP students in rewards programme will be tracked and strategies developed to ensure that the levels of engagement are as close as possible to non-disadvantaged students. As 2023-24 is the first academic year trialling the new rewards system the level of engagement and required strategies will be evaluated in an ongoing basis.</p>		<p>10,9</p>
<p><b>Student referral Unit and On call support</b> - All Pupil Premium students are supported by the pastoral team if they are flagged as activating the On Call System. This system is run by the schools SRU manager. In addition, PP coordinator is made aware of PP students who spend time in the Student Referral Unit and this is recorded and monitored.</p>		<p>10</p>
<p><b>Strike card system</b> - All Pupil Premium students are allocated a strike card every term so that they can be entered into the termly reward draw.</p>		<p>10</p>
<p><b>Period 6 support sessions</b> - Pastoral staff run Period 6 sessions to support Pupil Premium students. These are run after school on a weekly basis. This is for all year groups.</p>		<p>10, 2, 3, 6</p>
<p><b>Focused meeting</b> - Weekly pastoral meetings have a standing item agenda on Pupil Premium. This ensures that they receiving specific focus.</p>	<p>Ensures that the pupil premium agenda and range of strategies is constantly at the forefront of all school activities.</p>	<p>1 – 10</p>
<p><b>Sims Discover system</b> - The school have acquired the Discover system that allows pastoral staff to run reports on Pupil Premium students to allow direct intervention.</p>	<p>OFSTED 'articulating success and good practice 2015': Outstanding schools used targeted interventions and robust tracking systems.</p>	<p>1 – 10</p>
<p><b>Parental Engagement</b> – the school has moved Parents' evenings to an online system – Schoolcloud.</p>	<p>After two years of disruption due to the pandemic it is imperative that we future proof our face to face communications, particularly for families of disadvantaged students.</p>	<p>5</p>

<p><b>To ensure that all students feel safe in school.</b> - To provide a supportive and open environment in school and establish and maintain an ethos where all students feel secure, are encouraged to talk and one in which they are listened to carefully and actions taken to follow up on any concerns raised.</p>	<p>Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Attendance Manager and year leads arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress.</p>	<p>3</p>
<p><b>MyConcern system</b> - The system is used effectively to ensure all students including Pupil Premium students are supported safely and a reporting system exists which is consistent and fit for purpose</p>	<p>The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people. The last national morbidity survey completed for children and young people was in 2004, which found that 1 in 10 children aged between 5 and 16 were reported as having a clinically diagnosed mental health disorder. Covid-19 has also had a negative impact with 54% of children young people with a mental disorder said that lockdown had made their life worse</p>	<p>3</p>
<p><b>Staff training</b> - Training for all staff on safeguarding Pupil premium students takes place annually with refreshers throughout the academic year.</p>		<p>3</p>
<p><b>Safeguarding Training</b> – As there are more issues related to mental wellbeing than pre-covid pastoral leads will be undergoing further specialist safeguarding training.</p>		<p>3</p>
<p><b>Non-teaching support team</b> - A team of non-teaching year leads support the safeguarding of the Pupil premium students by consistently ensuring that they are checked and monitored.</p>		<p>3, 5, 9, 10</p>

**Total budgeted cost: £ 264653**

## **Part B: Review of outcomes in the previous academic year**

### **Pupil premium strategy outcomes**

This details the impact that our pupil premium strategy had on pupils in the 2021 to 2022 academic year.

This is a new school having become part of South Lincolnshire Academies Trust in September 2022