

# Central Academy 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	Richard Rose Central Academy
Number of pupils in school	1048
Proportion (%) of pupil premium eligible pupils	35%
Academic year/years that our current pupil premium strategy plan covers	2022/2023 to 2023/2024
Date this statement was published	September 2022, reviewed July 2023
Date on which it will be reviewed	July 2024
Statement authorised by	Dan Markham, Principal
Pupil Premium Lead	Lucy Lovatt, Assistant Principal
Governor / Trustee Lead	Nigel Robson, Chair of Governing Board

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£328,095
Recovery premium funding allocation this academic year	£87,768
<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	£415,863

# Part A: Pupil Premium Strategy Plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across a broad and balanced curriculum.

The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support through the National Tutoring Programme for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our Pupil Premium Plan identifies any barriers to learning so they can be resolved proactively through a range of approaches as outlined and recommended by the EEF. The plan will be reviewed and adapted by the Senior Team and LGB on a regular basis based on evidence, intervention and wider research.

## Challenges

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

Challenge number	Detail of challenge
1	Close the gap in student knowledge due to the impact of Covid-19 restrictions. National data suggests that the disadvantage gap has widened over the pandemic. Our 2023 data suggests a progress gap of 1.2

2	Based on summative assessments in summer 22/2023 disadvantaged boys are currently making less progress and therefore a lower attainment 8 (A8) score than disadvantaged girls.
3	Based on summative assessments in summer 22/2023 our disadvantaged middle attaining students are making less progress than lower/higher attaining students.
4	Assessments, observations and discussion with KS3 pupils indicate that disadvantaged pupils generally have lower levels of reading comprehension than peers. This impacts their progress in all subjects.
5	<p>Our assessments observations and discussions with pupils and families have identified social and emotional issues for many pupils, such as anxiety, depression (diagnosed by medical professionals) and low self-esteem. This is partly driven by concern about catching up lost learning and exams/future prospects, and the lack of enrichment opportunities during the pandemic. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>During the pandemic, teacher referrals for support markedly increased. Further concerns have been raised since the September 2021 as disadvantaged students have had lower rates of attendance.</p> <p>Further concerns have now been raised with the current cost of living crisis making the disadvantage gap even bigger in real terms.</p>
6	<p>Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 9% lower than for non-disadvantaged pupils.</p> <p>47.19% of disadvantaged pupils have been 'persistently absent' compared to 19.47% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>
7	Suspensions of disadvantaged students is proportionally higher than non-disadvantage students. The number of repeat offenders that are pupil premium is significantly higher than non-PP. There was nine PEXs last academic year of which, 55% were pupil premium.

## 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
Improved attainment and progress among disadvantaged pupils across the curriculum at the end of KS4.	<ul style="list-style-type: none"> <li>PP students to achieve a positive progress 8 (P8) score, equal or above their peers.</li> <li>Attainments 8 score to be above national estimates. (44)</li> <li>% of students achieving 4+ (55%), 5+ (35%) and 7+ (10%) basics to be in line with non-PP counterparts.</li> </ul>
Improved reading comprehension among disadvantaged pupils across KS3.	Reading comprehension tests demonstrate improved comprehension skills among disadvantaged pupils and a smaller disparity between the scores of disadvantaged pupils and their non-disadvantaged peers. Teachers should also have recognised this improvement through engagement in lessons and book scrutiny.
To achieve and sustain improved wellbeing for all pupils, including those who are disadvantaged.	<p>Sustained high levels of wellbeing from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>qualitative data from student voice, student and parent surveys and teacher observations.</li> <li>a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<p>Sustained high attendance from 2023/24 demonstrated by:</p> <ul style="list-style-type: none"> <li>the overall absence rate for all pupils being no more than 6%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 5%.</li> <li>the percentage of all pupils who are persistently absent being below 14% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>
To reduce the number of suspensions and permanent exclusions so they represent the pupil population.	<ul style="list-style-type: none"> <li>Reduce FTS in line with whole school PP percentage</li> <li>Reduce PEX in line with whole school PP percentage</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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase of standardised diagnostic assessments for our baseline assessments. (MIDYIS)	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: (EEF)	1, 2, 3
Additional teaching groups in English and Maths.	To ensure we have smaller class sizes for Year 11. Research from the trust and EEF demonstrates that smaller class sizes benefits all students, particularly the disadvantaged.	1, 2, 3
Two TA's dedicated to English and Maths.	To provide one-to-one support for students in core subjects. Research suggests that one to one tutoring can benefit students and help close learning gaps.	1, 2, 3
Literacy Lead to coordinate a whole school approach to reading supported by the librarian. Breakdown: Librarian Salary Literacy Lead Books for DEAR Literacy resources	It is vital that students have a reading age above their age banding. Research from the DfE and EEF suggests that students with better reading ages achieve better GCSE outcomes.	1,2,3,4
Purchase NGRT tests to measure reading ages of students.		
Data Manager contribution		
Tutor Time reading (34 tutors 90 minutes each week)		

Personalised INSET to share and reinforce key strategies.	Subject knowledge within the classroom is vital and we want to ensure that all Year 11 teachers receive CPD on their specification. The DFE in 2016 said that professional development should focus on improving and evaluating pupil outcomes; be underpinned by robust evidence and expertise; and should include collaboration. Above all else, CPD must be prioritised by school leadership	1,2,3,4
Weekly department meeting time to share good practice.		
T&L Budget		
KS3 knowledge organisers and self quizzing books to promote long term memory across the curriculum.	EEF cites that mastery learning can improve progress by five months.	1,2,3,
CGP revision material to support revision and learning		
Expansion on online platforms to support learning. Including; Seneca, tassomi, sparx and hegarty maths.	Use of online programmes to support EEF mastery and homework. Homework can add five months progress to learns according to the EEF.	1,2,3
Expansion of Bedrock learning across the academy to prioritise tier 2 words.	EEF cites reading and comprehension strategies in line with Bedrock not only improve literacy and tier 2 work but also support gaps in cultural capital.	4
Leaders with TLR responsibility points in English, Maths and Science have a specific responsibility for the tracking of progress of disadvantaged students following assessment 1.	An additional staffing layer to focus on the PP strategy which flows from SLT PP leader to classroom teacher.	1,2,3
Introduce the Alps connect software to support with data tracking.	All PP research (John Dunford) outlines that effective use of data is key to managing impact of interventions	1,2,3



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adopting a targeted reciprocal teaching programme (Lexia) as a reading intervention for disadvantaged pupils who need additional help to comprehend texts and address vocabulary gaps.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan (EEF)	4
Introducing the new Lexonic phonics intervention for our weakest readers. To ensure students can access KS3, 4 & 5 literacy.	Reading comprehension strategies can have a positive impact on pupils' ability to understand a text, and this is particularly the case when interventions are delivered over a shorter timespan (EEF)	4
Engaging with the National Tutoring Programme to provide a blend of tuition, mentoring and school-led tutoring for pupils whose education has been most impacted by the pandemic. A significant proportion of the pupils who receive tutoring will be disadvantaged. This will be targeted using My Tutor and teaching staff during school holidays and regular Saturdays.	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 (EEF)	1, 2, 3
Revision workshops to support Yr 11 & 13 students with exam skills and revision techniques through Live N Learn.	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 (EEF).	1, 2, 3
PP Coordinator/SLT to run specific interventions	Short regular sessions of 30 mins a fortnight over a long period is shown to	All

during tutor time through assertive mentoring.	have an impact (EEF). This will ensure that we can target key PP students who are underperforming after each data analysis.	
Additional support/tutoring in core subjects through drop-down interventions delivered by our teaching staff.		1, 2, 3
Period 4 intervention for all Yr 11 and 13 students.	The EEF has found that after-school intervention has an average impact on progress of +3 months.	1, 2, 3
Careers advice for all KS4 and 5 students supported through targeted intervention.	Our young people are making decisions about their future in a difficult economy: there are high levels of youth unemployment and university fees are at a record high. We have to be supporting them through the transition from education into the workforce by ensuring they're aware of all the career options open to them.	All
A bespoke CEAIG programme for disadvantaged students including inspira interviews, visits and follow-up meetings.		
Every child who requires one has been provided with a Chromebook, this will continue to be rolled out for new year 7, with PP students prioritised for the first devices.	Use of online programmes to support EEF mastery and homework. Homework can add 5 months progress to learns according to the EEF.	1, 2, 3



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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Behaviour mentoring focusing on self-regulation through the MU Foundation	Mentoring is used to build and forge a positive relationship with students to help identify needs and create goals. EEF suggests mentoring is a good approach for disadvantaged pupils.	6, 7
MU foundation primary liaison officer. Providing support for our local feeders with the most disadvantaged students.		
Anger management (Behaviour Mentoring) through the In-School		
Engagement officer salary to support behaviour and attendance.		
Academy to investigate all possible alternatives to PEx for Disadvantaged students.	EEF behaviour interventions. PEx figures are reducing in the Academy with there only being one last year.	7
New house system to raise the profile of positive praise, rewards and ambition across the academy.	EEF aspiration interventions do not have enough evidence to state an improvement in months but as the Academy behaviour and attainment improves, we want to focus on rewards and positives.	All
Wellbeing residential focussing on resilience and team building focused around the 6 academy values. For years 7, 9 & 11.	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences	All
Mental health practitioner to run group and one-to-one interventions.	Data shows that students with low confidence and self-esteem underachieve (Sutton Trust). This is often linked to poor attendance which in turns impacts progress.	All
Embedding principles of good practice set out in DfE's <a href="#">Improving School Attendance</a> advice.	The DfE guidance has been informed by engagement with schools that have significantly reduced persistent absence levels.	6

Staff will get training and release time to develop and implement new procedures. Attendance/support officers will be appointed to improve attendance.		
Attendance Project salary		
SOL attendance consultancy		
HOY attendance salary contribution		
Hardship fund to support with uniform and school equipment.	At Central Academy, we are serving a demographic with financial issues so it is important to support those families and students in order to access all parts of the curriculum.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All
Contribution towards trips and visits including travel.	Clear benefits attached to being able to experience these opportunities, from social interaction to cultural experiences.	All
DofE coordinator role to support wellbeing and providing a broader curriculum for all students.		
Summer school for one week during the holidays with a range of sessions from academic catch-up, arts, sports to pastoral activities	Summer school as part of our transition programme for Year 6 joining the Academy. Attendance was 60% which has contributed to high attendance and excellent behaviour in Year 7 during HT1&2.	All

## 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.

Our results in 2022/23 suggested that the disadvantaged gap continues to widen with the gap now 1.2 for progress and the attainment gap of 3.38. Similarly, 4+ & 5+ English and Maths we see a gap of 15% & 20% respectively. However, PP students with attendance above 90% performed in-line with their peers. This reinforces that attendance is our biggest barrier when trying to close the PP gap.

Unfortunately, we had no PP students studying A-level this year. However, I am pleased that with our targeted approach to recruitment in 22/23 we have seen a significant increase into our year 12 & 13 cohorts.

The end of year assessment for Yr 7-9 showed a similar picture with the gap being wider than pre-pandemic years. Again, the data suggests that this was mainly down to poor attendance as students with attendance in-line with whole school performed in-line with their peers.

Although we did see some slight improvements with attendance, however we are still significantly short of pre-pandemic levels. PP attendance for 22/23 sat at 83.71%, 9 % lower than non-PP students. Similarly, PA sat at 45.85%, 20% higher than non-PP students. Even though we have seen poor attendance we do believe that had the interventions not been in place the gap would be significantly bigger.

Our assessments demonstrated that pupil behaviour continued to rapidly improve in 2022/2023. This resulted in our best ever suspension rate for all students including PP and SEN students. However, we do still feel our exclusion figures are high compared to national and will continue to modify our approach to see this decrease further.

Finally, our school survey outlined a 20% improvement in students feeling safe in school. We believe this is down to our pastoral interventions and wider school opportunities e.g. residential/extra-curricular making students feel happier about school. Similarly, we saw a 15% improvement in students feeling proud about their school. This was also reinforced by staff with over 65% recommending the school to a family member or friend.

## Externally provided programmes

Programme	Provider
Live N Learn revision	Live N Learn
Petxi intervention	PetXi
My Tutor intervention	My Tutor
Lexia Reading Intervention	Lexia
Lexonic	Lexia
Sparx Reader and Maths	Sparx
Tassomi	Tassomi